Ontario Student Achievement

English-Language Students

EQAO's Provincial Report

on the Results of the 2008–2009

Ontario Secondary School Literacy Test

Education Quality and Accountability Office

EQAO

Ontario Student Achievement

EQAO's Provincial Report

on the Results of the 2008–2009

Ontario Secondary School Literacy Test

© 2009 Queen's Printer for Ontario

ISBN: 978-1-4249-9721-3 (online)
ISBN: 978-1-4249-9720-6 (print)
ISSN: 1916-9361 (online)
ISSN: 1916-9353 (print)

Message from the Chair

Brian L. Desbiens
Chair, Board of Directors

EQAO plays an integral part in education by providing parents and the public with an independent gauge of student achievement in literacy. Success in literacy is not just about graduating from high school, but about being successful in life. Research released by The Learning Partnership in 2004 reveals how education has a positive impact on every facet of an individual's life. It encourages better health, increased longevity, greater career choices, increased job satisfaction, better income, more volunteerism, greater tolerance and more civic involvement. In short, education and its benefits are critical to human self-actualization and are the pillars on which our society stands.

The OSSLT is a standards-based test of the reading and writing skills students are expected to have acquired across all subjects up to the end of Grade 9. The literacy skills are curriculum-based and the standard of achievement is maintained from year to year, allowing us to measure student performance with a common and consistent yardstick.

With each new assessment and release of results, we ask ourselves two questions: What do this year's assessment results tell us about education across Ontario? and How can this information be used to help guide every student in the school system to success? Then we put the data to work. The data help identify province-wide trends in student achievement, the challenges still to be overcome and successes to be celebrated. Ontario's dedicated educators use the data to identify individual students and their specific challenges. The insights gained about student achievement help educators form new and innovative approaches in the classroom and across school boards.

In Ontario, we test all students at key stages in their education because the publicly funded school system is accountable for every one of them. This kind of assessment program provides the added benefit of allowing us to track the progress of each student, so that he or she may benefit from the early identification of challenges, as well as from timely and effective interventions.

Thanks to the recent introduction of a unique Ontario Education Number (OEN) for each student, EQAO is now able to track the results of students who wrote the junior division assessment in Grade 6 in 2005 and compare their 2005 results to those from the 2009 OSSLT. EQAO is pleased to unveil the details of this study, as they provide valuable insights about student learning:

- Of the students who achieved Levels 3 and 4 in reading in Grade 6 in 2005, 97% and 100%, respectively, were successful on the OSSLT in Grade 10. This means students who had acquired the literacy skills to reach the provincial standard by the end of Grade 6 were well positioned for success as they progressed through high school.
- Of the students who achieved Levels 1 and 2 in reading in Grade 6 in 2005 and therefore did not meet the provincial standard at that time, 37% and 75%, respectively, were successful on the OSSLT. This demonstrates that continued attention and intervention to support students below the provincial standard in Grade 6 has produced positive results for many of them.
- Of the students who achieved Levels 1 and 2 in reading in Grade 6 in 2005 and therefore did not meet the provincial standard at that time, 63% and 25%, respectively, were not successful on the OSSLT. This points to the importance of keeping tabs on achievement throughout students' schooling in order to provide the help that's needed.

At EQAO, we remain committed to bringing the full potential of our assessment and research capabilities to bear in order to support parents and educators as they help each child reach his or her highest possible level of achievement.

Brian L. Desbiens
Chair, Board of Directors

Message from the CEO

Marguerite Jackson
Chief Executive Officer

On behalf of EQAO, I'm pleased to present the results of the 2008–2009 Ontario Secondary School Literacy Test (OSSLT). This test measures whether students are meeting the minimum standard for literacy across all subjects to the end of Grade 9 according to the expectations defined in *The Ontario Curriculum*. This year, the test was administered to 173 145 secondary-school students across the province on April 2, 2009.

In the following pages, we track participating students' achievement in literacy over time and provide important contextual information, a summary of findings and strategies for success. The 2009 results show that Ontario's Grade 10 students have maintained a high rate of success, with 85% of fully participating first-time eligible students successful. This year's test measured the same literacy skills and applied the same standards of achievement as tests in previous years. This consistency allows us to make reliable year-to-year comparisons and determine the progress and effectiveness of the improvement plans in place at the local and provincial levels.

Over the past five years, the success rates among fully participating first-time eligible students in the following subgroups have been as follows:

- Among students enrolled in academic English courses, the success rate has increased by two percentage points, from 94 to 96% in 2009. The results for this group have been 90% or higher over the same period.
- Among students enrolled in applied English courses, this year's success rate is 62%, the same as in 2004. This is the fifth straight year the results for this group are 60% or higher.
- Among English language learners, the success rate has increased by 16 percentage points, from 50 to 66% in 2009. This is the first time the results for this group have passed the 60% mark.
- Among boys, the success rate has increased by three percentage points from 79% in 2004 to 82% in 2009. Among girls, the success rate has increased by two percentage points, from 86% in 2004 to 88% in 2009. Between 2004 and 2009, the gap between the genders has remained within the same range.

The evidence-based information presented in this report informs parents, educators, policy-makers, researchers and taxpayers about the current state of student achievement in our school system. But the usefulness of this report goes beyond the snapshot it offers. Over the years, an increasing number of educators and stakeholders at every level of Ontario's education system have stated that using EQAO data supports their setting of clear goals, promotes dialogue and a common language and points to areas requiring intervention. This is the true value of EQAO assessments: reliable evidence leading to purposeful improvement.

Although we continue to have good reasons to be pleased with student achievement overall this year, we cannot overlook the students who still do not demonstrate the literacy skills crucial to their successful future. More than one in five Grade 10 students continue to struggle with literacy or were not in a position to attempt the test in Grade 10. Clearly, there is more work to do to support these young people. While we can take pride in the progress we have collectively made over the years, we must keep in mind that our system remains accountable to every single young person in our province.

As educators, we are committed to creating environments in which students can strive and thrive. As parents and citizens, we owe it to our youth to ensure that each has a chance to reach his or her highest potential. In this report, we are pleased to profile the stories of six schools that represent hundreds of others from across the province. These schools are prime examples of how data from the OSSLT are being used to identify at-risk students and develop innovative approaches to address their challenges. These schools have made effective use of both EQAO data and evidence from other sources to enhance and support student learning.

We present these stories as a way of celebrating the fine work of these schools and as a source of inspiration for other schools across Ontario.

Sincerely,

Marguerite Jackson

Marguerite Jackson
Chief Executive Officer

Board of Directors

Brian L. Desbiens, **Chair**

Jerry Ponkivar, **Vice-Chair**

Evelyn Bradley

Hélène Chayer

Dave Cooke

Lorna Earl

Marilyn Knox

Anita Kesavan Srinivasan

Janet Wilkinson

Bette M. Stephenson, **Director Emeritus**

Marguerite Jackson, **Chief Executive Officer**

Contents

Results at a Glance: First-Time Eligible Students 2

Student Participation and Success Rates 2

Results for All First-Time Eligible Students, April 2009 2

Results for All First-Time Eligible Students over Time 3

Results at a Glance: Previously Eligible Students 4

Student Participation and Success Rates 4

Results for All Previously Eligible Students, April 2009 4

Results for All Previously Eligible Students over Time 4

Detailed Results: First-Time Eligible Students 5

Student Participation Rates by Student Characteristic, April 2009 5

Contextual Information for First-Time Eligible Students: An Examination over Time 6

Contextual Information and Participation in the Test 6

Student Questionnaire Results 8

Results by Student Characteristic 10

Results by Gender, April 2009 10

Results for Female Students over Time 11

Results for Male Students over Time 12

Results by Gender over Time 13

Results by Student Status over Time 14

Results for English Language Learners 14

Results for Students with Special Education Needs (Excluding Gifted) 15

Results for Students with Special Education Needs (Excluding Gifted) Receiving Accommodations 16

Results by Course Type in English over Time 17

Results for Students Taking an Academic English Course 17

Results for Students Taking an Applied English Course 18

Results for Students Taking a Locally Developed English Course 19

Summary of Findings for First-Time and Previously Eligible Students: April 2009 20

Strategies for Success 21

Informing Professional Practice 21

Comments from Scorers 21

Preparing Students to Write the OSSLT 21

Observations and Suggested Strategies for Improvement by Skill: Reading 22

Observations and Suggested Strategies for Improvement by Skill: Writing 23

General Observations and Suggested Strategies for Improvement 24

Resources 27

Case Studies: School Success Stories 31

Observations from the Field and School Success Stories 33

Appendices 46

The EQAO Assessment Process 46

About the Ontario Secondary School Literacy Test 46

About the Education Quality and Accountability Office 48

Mandate 48

Explanation of Terms 49

Board Results 51

Results at a Glance: First-Time Eligible Students

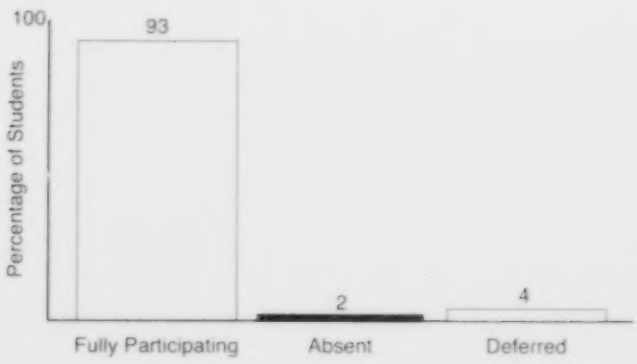
The following tables and graphs provide the overall results for April 2009 plus comparisons over time for English-language students in publicly funded schools. The first set of tables provides results for first-time eligible students. Please note that definitions of terms may be found in the Explanation of Terms in the appendices.

Student Participation and Success Rates

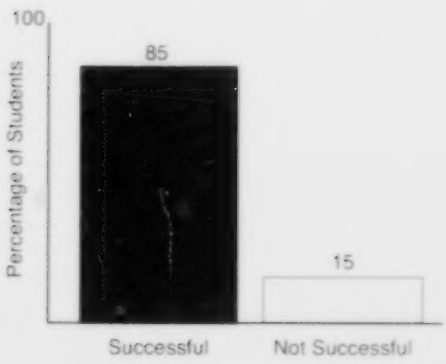
Results for All First-Time Eligible Students, April 2009*

	ALL STUDENTS # = 152 830		FULLY PARTICIPATING STUDENTS # = 142 394	
SUCCESSFUL	120 776	79%	120 776	85%
NOT SUCCESSFUL	21 618	14%	21 618	15%
OVERALL PARTICIPATION RATE	142 394	93%		
ABSENT	3 707	2%		
DEFERRED	6 729	4%		

Participation:
All Students, 2009



Results:
Fully Participating Students, 2009



*Percentages in tables and bar graphs may not add up to 100, due to rounding.

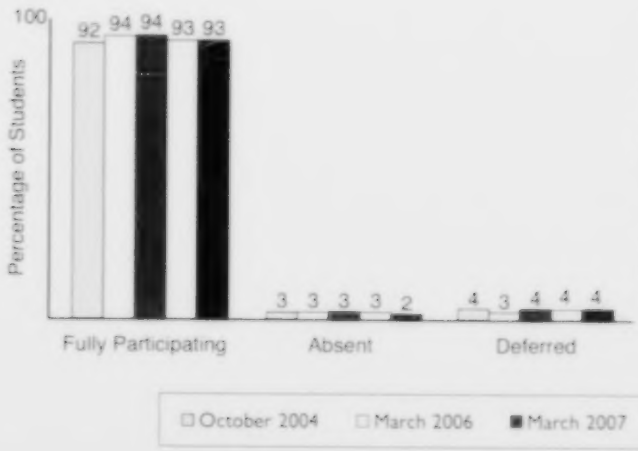
Observations

- 93% of all first-time eligible students participated in the April 2009 OSSLT.
- 85% of fully participating first-time eligible students successfully completed the test.

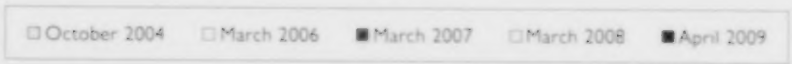
Results for All First-Time Eligible Students over Time*

	ALL STUDENTS					FULLY PARTICIPATING STUDENTS				
	Oct. 2004 # = 160 088	Mar. 2006 # = 158 817	Mar. 2007 # = 155 906	Mar. 2008 # = 156 151	Apr. 2009 # = 152 830	Oct. 2004 # = 147 781	Mar. 2006 # = 149 098	Mar. 2007 # = 146 173	Mar. 2008 # = 145 603	Apr. 2009 # = 142 394
SUCCESSFUL	76%	79%	79%	78%	79%	82%	84%	84%	84%	85%
NOT SUCCESSFUL	16%	15%	15%	15%	14%	18%	16%	16%	16%	15%
OVERALL PARTICIPATION RATE	92%	94%	94%	93%	93%					
ABSENT	3%	3%	3%	3%	2%					
DEFERRED	4%	3%	4%	4%	4%					

Participation over Time:
All Students



Results over Time:
Fully Participating Students



*Percentages in tables and bar graphs may not add up to 100 due to rounding.

Observations

- In April 2009, the number of first-time eligible students was 152 830. The size of this cohort has been declining since its peak at 160 088 in October 2004.
- Over the past five years, the overall participation rate for first-time eligible students has consistently been between 92 and 94%.
- In April 2009, there was a one-percentage-point increase in the success rate among fully participating first-time eligible students over the success rate in 2006, 2007 and 2008.
- The percentages of absent and deferred first-time eligible students for the April 2009 test, 2% and 4% respectively, were similar to those in previous years.

Results at a Glance: Previously Eligible Students

Student Participation and Success Rates

Results for All Previously Eligible Students, April 2009*

	ALL STUDENTS # = 52 571		FULLY PARTICIPATING STUDENTS # = 30 751	
SUCCESSFUL	16 521	31%	16 521	54%
NOT SUCCESSFUL	14 230	27%	14 230	46%
OVERALL PARTICIPATION RATE	30 751	58%		
ABSENT	5 911	11%		
DEFERRED	5 790	11%		
FULFILLING THE REQUIREMENT THROUGH THE OSSLC†	10 119	19%		

Results for All Previously Eligible Students over Time‡

	ALL STUDENTS					FULLY PARTICIPATING STUDENTS				
	Oct. 2004 # = 51 907	Mar. 2006 # = 46 465	Mar. 2007 # = 47 670	Mar. 2008 # = 50 352	Apr. 2009 # = 52 571	Oct. 2004 # = 38 628	Mar. 2006 # = 32 352	Mar. 2007 # = 29 951	Mar. 2008 # = 30 413	Apr. 2009 # = 30 751
SUCCESSFUL	46%	38%	32%	31%	31%	62%	55%	50%	51%	54%
NOT SUCCESSFUL	28%	32%	31%	30%	27%	38%	45%	50%	49%	46%
OVERALL PARTICIPATION RATE	74%	70%	63%	60%	58%					
ABSENT	12%	11%	10%	13%	11%					
DEFERRED	4%	5%	8%	10%	11%					
FULFILLING THE REQUIREMENT THROUGH THE OSSLC†	10%	15%	19%	17%	19%					

*Percentages in tables may not add up to 100, due to rounding.

†See Explanation of Terms.

‡Since the demographic nature of the previously eligible student population varies from year to year (e.g., in the proportion of English language learners and students with special education needs, and the number of times students have attempted the test), caution must be used in interpreting these data.

Observations

- There was a three-percentage-point increase in the proportion of fully participating previously eligible students successfully completing the OSSLT (from 51% in March 2008 to 54% in April 2009).
- Over the past five years, the overall participation rate for previously eligible students has been steadily declining (from 74% in 2004 to 58% in 2009). The absence rate has remained relatively stable (10–13%) and the deferral rate has been steadily increasing (from 4% in 2004 to 11% in 2009).
- Over the past five years, there has been a nine-percentage-point increase in the proportion of previously eligible students opting to take the Ontario Secondary School Literacy Course (OSSLC).

Detailed Results: First-Time Eligible Students

Student Participation Rates by Student Characteristic, April 2009

	NUMBER OF FIRST-TIME ELIGIBLE	PERCENTAGE ABSENT ONE OR BOTH SESSIONS	PERCENTAGE DEFERRED	PERCENTAGE FULLY PARTICIPATING
GENDER*				
Female	74 355	2%	4%	94%
Male	78 459	2%	5%	92%
STUDENT STATUS*				
English Language Learners†	6 177	2%	32%	66%
Students with Special Education Needs (Excluding Gifted)†	24 066	4%	10%	86%
COURSE TYPE IN ENGLISH*				
Academic	102 880	1%	1%	98%
Applied	37 845	4%	5%	91%
Locally Developed	5 958	6%	30%	64%

*Contextual data are provided by schools and/or boards through the Student Data Collection process. Some data may be missing because they were not provided by schools or boards.

†See Explanation of Terms.

Observations

- The highest deferral rates were among English language learners (32%) and students in locally developed English courses (30%).
- 86% of students with special education needs (excluding gifted) fully participated in the OSSLT.

Contextual Information for First-Time Eligible Students: An Examination over Time

The information below provides a context for interpreting the province-wide results over time. These data are derived from information provided by the school and from the Student Questionnaire (completed by the student).

Contextual Information and Participation in the Test

CONTEXTUAL INFORMATION	OCTOBER 2004	MARCH 2006	MARCH 2007	MARCH 2008	APRIL 2009
ALL FIRST-TIME ELIGIBLE STUDENTS	160 088	158 817	155 906	156 151	152 830
GENDER*					
Female	48%	49%	49%	49%	49%
Male	51%	51%	51%	51%	51%
Gender Not Specified	1%	<1%	<1%	<1%	<1%
STUDENT STATUS*					
English Language Learners†	4%	4%	4%	4%	4%
Students with Special Education Needs (Excluding Gifted)†	12%	14%	14%	15%	16%
Students with Special Education Needs (Excluding Gifted) Receiving Accommodations†‡	11%	11%	12%	12%	13%
COURSE TYPE IN ENGLISH*					
Academic	63%	64%	66%	66%	67%
Applied	26%	25%	25%	25%	25%
Locally Developed	3%	3%	4%	4%	4%
LANGUAGE§					
NUMBER OF STUDENTS WHO COMPLETED THE QUESTIONNAIRE	146 832	147 512	145 362	143 535	140 462
First Language Learned at Home Was Other Than English	22%	23%	22%	22%	22%
Speak Only or Mostly English at Home	76%	76%	77%	77%	76%
Speak Another Language (or Other Languages) as Often as English at Home	15%	16%	16%	16%	17%
Speak Only or Mostly Another Language (or Other Languages) at Home	8%	8%	7%	7%	7%

*Contextual data are provided by schools and/or boards through the Student Data Collection process. Some data may be missing because they were not provided by the schools or boards.

†See Explanation of Terms.

‡Percentages are based on the number of fully participating students.

§Contextual data pertaining to language are gathered from the questionnaire completed by students. Some data may be missing because they were not provided by the students.

Contextual Information for First-Time Eligible Students: An Examination over Time

The information below provides a context for interpreting the province-wide results over time. These data are derived from information provided by the school and from the Student Questionnaire (completed by the student).

Contextual Information and Participation in the Test

CONTEXTUAL INFORMATION	OCTOBER 2004	MARCH 2006	MARCH 2007	MARCH 2008	APRIL 2009
ALL FIRST-TIME ELIGIBLE STUDENTS	160 088	158 817	155 906	156 151	152 830
GENDER*					
Female	48%	49%	49%	49%	49%
Male	51%	51%	51%	51%	51%
Gender Not Specified	1%	<1%	<1%	<1%	<1%
STUDENT STATUS*					
English Language Learners†	4%	4%	4%	4%	4%
Students with Special Education Needs (Excluding Gifted)†	12%	14%	14%	15%	16%
Students with Special Education Needs (Excluding Gifted) Receiving Accommodations†‡	11%	11%	12%	12%	13%
COURSE TYPE IN ENGLISH*					
Academic	63%	64%	66%	66%	67%
Applied	26%	25%	25%	25%	25%
Locally Developed	3%	3%	4%	4%	4%
LANGUAGE§					
NUMBER OF STUDENTS WHO COMPLETED THE QUESTIONNAIRE	146 832	147 512	145 362	143 535	140 462
First Language Learned at Home Was Other Than English	22%	23%	22%	22%	22%
Speak Only or Mostly English at Home	76%	76%	77%	77%	76%
Speak Another Language (or Other Languages) as Often as English at Home	15%	16%	16%	16%	17%
Speak Only or Mostly Another Language (or Other Languages) at Home	8%	8%	7%	7%	7%

*Contextual data are provided by schools and/or boards through the Student Data Collection process. Some data may be missing because they were not provided by the schools or boards.

†See Explanation of Terms.

‡Percentages are based on the number of fully participating students.

§Contextual data pertaining to language are gathered from the questionnaire completed by students. Some data may be missing because they were not provided by the students.

Contextual Information and Participation in the Test (continued)

PARTICIPATION IN THE TEST	OCTOBER 2004	MARCH 2006	MARCH 2007	MARCH 2008	APRIL 2009
Fully Participating First-Time Eligible Students	147 781	149 098	146 173	145 603	142 394
	92%	94%	94%	93%	93%
Fully Participating English Language Learners Who Received One or More Special Provisions	3%	2%	2%	2%	2%
Fully Participating Students with Special Education Needs (Excluding Gifted) Who Received One or More Accommodations	11%	11%	12%	12%	13%
Students Who Were Exempted	2 102	1 617	1 875	1 759	1 679

Observations

- The percentages of first-time eligible students who are English language learners and students in applied and locally developed English courses have remained relatively stable over the past five years. However, the percentage of first-time eligible students in an academic English course has increased by four percentage points.
- Over the past five years, the percentage of first-time eligible students who have special education needs (excluding gifted) has increased by four percentage points, whereas the percentage of first-time eligible students with special education needs (excluding gifted) receiving accommodations has increased by two percentage points.
- Over the past five years, the proportions of the student population whose first language learned at home was other than English, who speak only or mostly English at home, and who speak only or mostly another language at home have been relatively stable. However, there has been a slight increase (from 15 to 17%) in the percentage of students who speak another language as often as English at home.

Student Questionnaire Results

STUDENT QUESTIONNAIRE	OCTOBER 2004		MARCH 2006		MARCH 2007		MARCH 2008		APRIL 2009	
NUMBER OF STUDENTS WHO COMPLETED THE QUESTIONNAIRE	Female* # = 71 922	Male* # = 74 086	Female* # = 72 502	Male* # = 74 959	Female* # = 71 725	Male* # = 73 624	Female* # = 70 815	Male* # = 72 701	Female* # = 69 178	Male* # = 71 275
STUDENT QUESTIONNAIRE: READING										
Percentage of first-time eligible students indicating that										
they read English outside school for more than three hours a week (not counting homework)	39%	30%	47%	36%	44%	34%	45%	33%	47%	32%
they read the following kinds of material in English outside school most weeks:										
Non-fiction books, e.g., biographies	27%	25%	37%	36%	34%	35%	34%	35%	33%	35%
Comics	26%	33%	37%	45%	34%	43%	31%	41%	29%	41%
Web sites, e-mail, chat messages	80%	72%	94%	90%	95%	90%	95%	90%	95%	90%
Letters	36%	17%	55%	38%	50%	38%	47%	36%	43%	33%
Magazines	83%	64%	87%	70%	86%	67%	84%	63%	82%	60%
Manuals, instructions	13%	27%	34%	52%	33%	52%	34%	52%	31%	50%
Newspapers	41%	46%	54%	58%	53%	58%	51%	55%	50%	53%
Novels, short stories, other fiction	68%	46%	80%	57%	78%	56%	79%	55%	84%	56%
Song lyrics, poems	62%	37%	77%	51%	76%	51%	76%	50%	77%	52%
Religious or spiritual writings	15%	12%	23%	20%	22%	19%	23%	20%	22%	19%
STUDENT QUESTIONNAIRE: WRITING										
Percentage of first-time eligible students indicating that										
they write in English outside school for more than three hours a week (not counting homework)	33%	24%	38%	27%	36%	27%	35%	26%	33%	25%
they do the following types of writing in English outside school most weeks:										
E-mail, chat messages	91%	86%	95%	90%	96%	91%	96%	91%	96%	92%
Letters, journals, diaries	55%	13%	56%	15%	50%	14%	46%	14%	43%	14%
Notes, directions, instructions	39%	28%	50%	42%	49%	43%	49%	41%	49%	40%
Song lyrics, poems	41%	24%	48%	32%	45%	31%	45%	30%	46%	31%
Stories, fiction	22%	15%	32%	25%	32%	24%	32%	24%	35%	24%
Work-related writing	37%	37%	51%	50%	50%	50%	49%	48%	46%	46%

*Includes only students for whom gender data were available.

Student Questionnaire Results (continued)

	OCTOBER 2004		MARCH 2006		MARCH 2007		MARCH 2008		APRIL 2009	
NUMBER OF STUDENTS WHO COMPLETED THE QUESTIONNAIRE	Female* # = 71 922	Male* # = 74 086	Female* # = 72 502	Male* # = 74 959	Female* # = 71 725	Male* # = 73 624	Female* # = 70 815	Male* # = 72 701	Female* # = 69 178	Male* # = 71 275
STUDENT QUESTIONNAIRE: LANGUAGE RESOURCES AT HOME										
Percentage of first-time eligible students indicating that they have the following English-language materials at home:										
Dictionaries, encyclopedias (print or electronic)	90%	85%	94%	92%	94%	91%	93%	90%	93%	90%
Books	92%	86%	97%	93%	97%	93%	97%	92%	97%	92%
Newspapers	82%	78%	88%	87%	88%	87%	87%	86%	86%	85%
Magazines	87%	79%	92%	86%	92%	85%	91%	83%	89%	82%

*Includes only students for whom gender data were available.

Observations

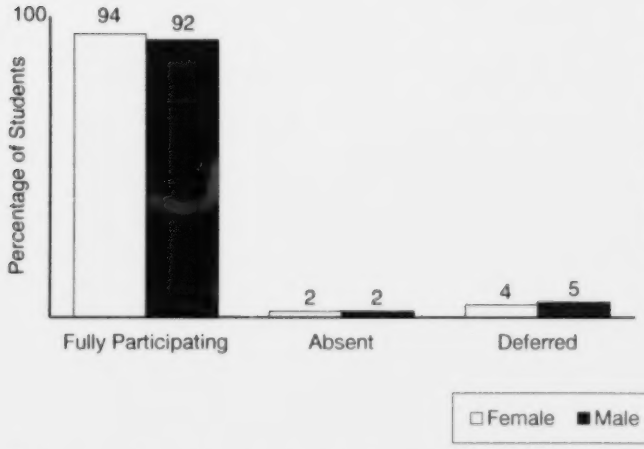
- Since March 2007, the percentage of students who reported reading outside school for more than three hours a week (not counting homework) has increased by three percentage points among females and decreased by two percentage points among males, indicating a widening gender gap, from 10% in 2007 to 15% in 2009.
- More females than males reported high levels of extracurricular reading in each of the past five years.
- Overall adolescent reading patterns remained consistent with those of past years. Online materials (Web sites, e-mail, chat messages) are the types of reading materials read most frequently by fully participating first-time eligible students of both genders.
- Both genders read non-fiction books, newspapers and religious or spiritual writings to a similar extent. However, there appear to be differences between the genders regarding reading. For example, in 2009, a larger percentage of males than females reported reading manuals (19 percentage points more) and comics (12 percentage points more), while a larger percentage of females than males reported reading song lyrics and poems (25 percentage points more), and novels, short stories and other fiction (28 percentage points more). This overall pattern has been consistent over the past five years.
- Since March 2006, there has been a decrease in percentages of first-time eligible males and females who indicate they write in English outside school for more than three hours a week (not counting homework). This decrease is more pronounced among females (five percentage points) than males (two percentage points).
- A larger percentage of females than males indicated they write most types of writing covered by the student questionnaire, outside school.
- As in previous years, the most frequently reported type of writing outside school among fully participating first-time eligible students of both genders was e-mail messages and chat-room conversations.
- Both genders write materials related to work to a similar extent. However, there appear to be differences between the genders regarding writing. For example, in 2009, more females than males reported writing notes, directions and instructions (nine percentage points more), stories and fiction (11 percentage points more), song lyrics and poems (15 percentage points more), and letters, journals and diaries (29 percentage points more). This overall pattern has been consistent over the past five years.
- Generally, more females than males indicated accessibility in the home of dictionaries, encyclopedias, books, newspapers and magazines.

Results by Student Characteristic

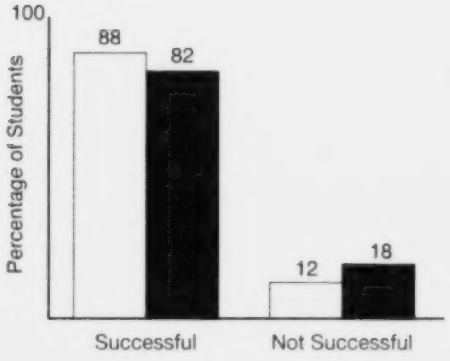
Results by Gender, April 2009*†

	ALL FEMALE AND MALE STUDENTS				FULLY PARTICIPATING FEMALE AND MALE STUDENTS			
	Female # = 74 355		Male # = 78 459		Female # = 69 954		Male # = 72 432	
SUCCESSFUL	61 348	83%	59 423	76%	61 348	88%	59 423	82%
NOT SUCCESSFUL	8 606	12%	13 009	17%	8 606	12%	13 009	18%
OVERALL PARTICIPATION RATE	69 954	94%	72 432	92%				
ABSENT	1 785	2%	1 914	2%				
DEFERRED	2 616	4%	4 113	5%				

Participation:
All Female and Male Students, 2009



Results:
Fully Participating Female and Male Students, 2009



*Percentages in tables and bar graphs may not add up to 100, due to rounding.
†Includes only students for whom gender data were available.

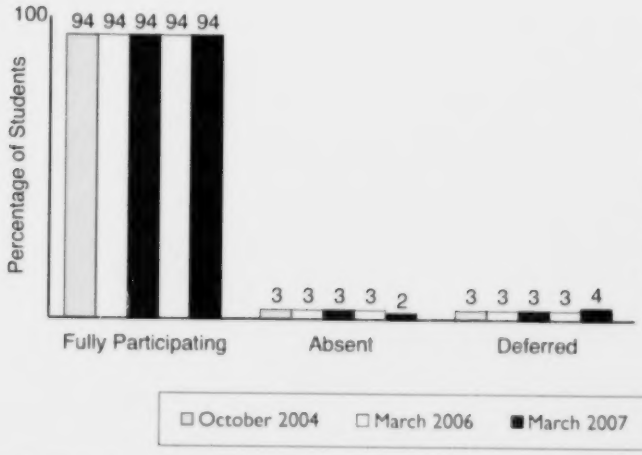
Observation

- A larger percentage of fully participating first-time eligible female (88%) than male (82%) students successfully completed the April 2009 OSSLT.

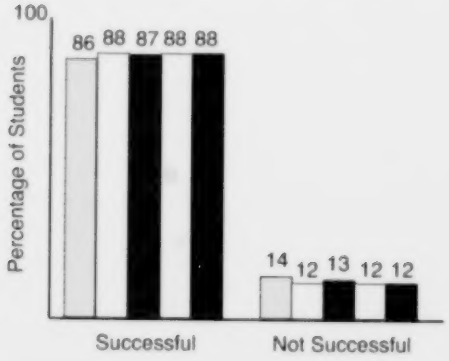
Results for Female Students over Time*†

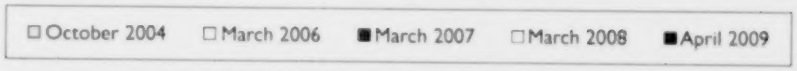
	ALL FEMALE STUDENTS					FULLY PARTICIPATING FEMALE STUDENTS				
	Oct. 2004 # = 77 110	Mar. 2006 # = 77 358	Mar. 2007 # =76 252	Mar. 2008 # = 76 226	Apr. 2009 # = 74 355	Oct. 2004 # = 72 296	Mar. 2006 # = 73 081	Mar. 2007 # = 72 031	Mar. 2008 # = 71 615	Apr. 2009 # = 69 954
SUCCESSFUL	81%	83%	83%	82%	83%	86%	88%	87%‡	88%	88%
NOT SUCCESSFUL	13%	11%	12%	12%	12%	14%	12%	13%	12%	12%
OVERALL PARTICIPATION RATE	94%	94%	94%	94%	94%					
ABSENT	3%	3%	3%	3%	2%					
DEFERRED	3%	3%	3%	3%	4%					

Participation over Time: All Female Students



Results over Time: Fully Participating Female Students





*Percentages in tables and bar graphs may not add up to 100, due to rounding.
†Includes only students for whom gender data were available.
‡The slight decline in the female success rate between March 2006 and March 2007 was due to rounding.

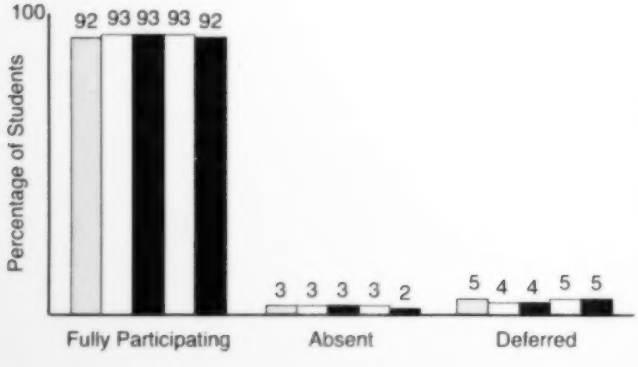
Observations

- The overall participation rate for first-time eligible female students has remained consistent at 94% since October 2004.
- Over the past five years, the percentage of fully participating first-time eligible female students successfully completing the OSSLT has been relatively consistent.

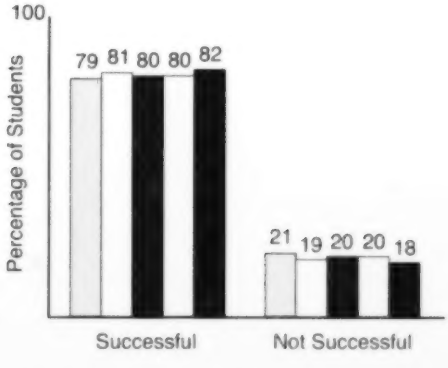
Results for Male Students over Time*†

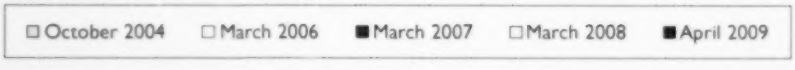
	ALL MALE STUDENTS					FULLY PARTICIPATING MALE STUDENTS				
	Oct. 2004 # = 81 489	Mar. 2006 # = 81 402	Mar. 2007 # = 79 638	Mar. 2008 # = 79 901	Apr. 2009 # = 78 459	Oct. 2004 # = 74 659	Mar. 2006 # = 75 966	Mar. 2007 # = 74 129	Mar. 2008 # = 73 969	Apr. 2009 # = 72 432
SUCCESSFUL	72%	75%	75%	74%	76%	79%	81%	80%‡	80%	82%
NOT SUCCESSFUL	19%	18%	18%	18%	17%	21%	19%	20%	20%	18%
OVERALL PARTICIPATION RATE	92%	93%	93%	93%	92%					
ABSENT	3%	3%	3%	3%	2%					
DEFERRED	5%	4%	4%	5%	5%					

Participation over Time: All Male Students



Results over Time: Fully Participating Male Students





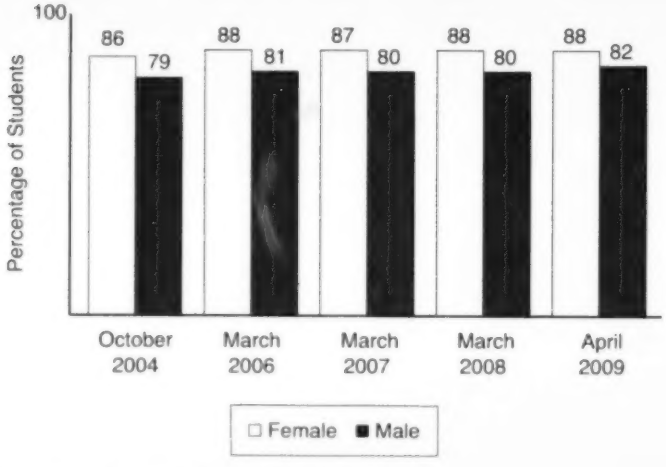
*Percentages in tables and bar graphs may not add up to 100, due to rounding.
†Includes only students for whom gender data were available.
‡The slight decline in the male success rates between March 2006 and March 2007 was due to rounding.

Observations

- Over the past five years, the overall participation rate for first-time eligible male students has consistently been 92 or 93%.
- Over the past five years, the percentage of fully participating first-time eligible male students successfully completing the OSSLT has increased from 79% in October 2004 to 82% in April 2009.

Results by Gender over Time*

Success Rates over Time:
Fully Participating Female and Male Students



*Includes only students for whom gender data were available.

Observations

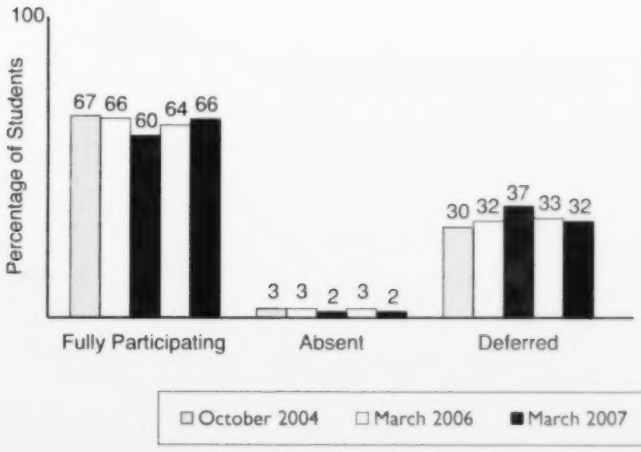
- The overall success rates for both males and females have increased by three and two percentage points respectively between October 2004 and April 2009.
- The gender gap, in favour of females, has remained relatively unchanged (six to eight percentage points) since October 2004.

Results by Student Status over Time

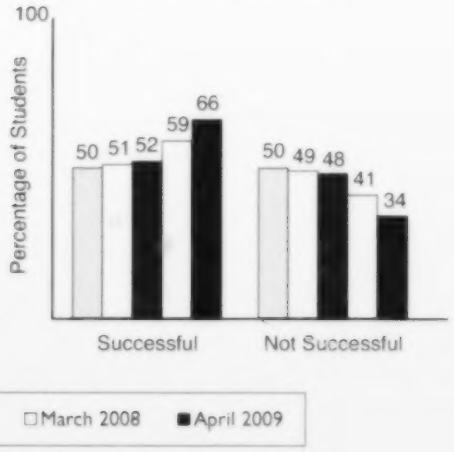
Results for English Language Learners*†

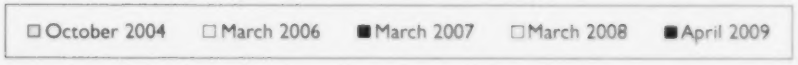
	ALL ENGLISH LANGUAGE LEARNERS					FULLY PARTICIPATING ENGLISH LANGUAGE LEARNERS				
	Oct. 2004 # = 7054	Mar. 2006 # = 6181	Mar. 2007 # = 5684	Mar. 2008 # = 6121	Apr. 2009 # = 6177	Oct. 2004 # = 4691	Mar. 2006 # = 4066	Mar. 2007 # = 3438	Mar. 2008 # = 3918	Apr. 2009 # = 4059
SUCCESSFUL	33%	34%	31%	38%	43%	50%	51%	52%	59%	66%
NOT SUCCESSFUL	33%	32%	29%	26%	22%	50%	49%	48%	41%	34%
OVERALL PARTICIPATION RATE	67%	66%	60%	64%	66%					
ABSENT	3%	3%	2%	3%	2%					
DEFERRED	30%	32%	37%	33%	32%					

Participation over Time: All English Language Learners



Results over Time: Fully Participating English Language Learners





*Percentages in tables and bar graphs may not add up to 100, due to rounding.
†See Explanation of Terms.

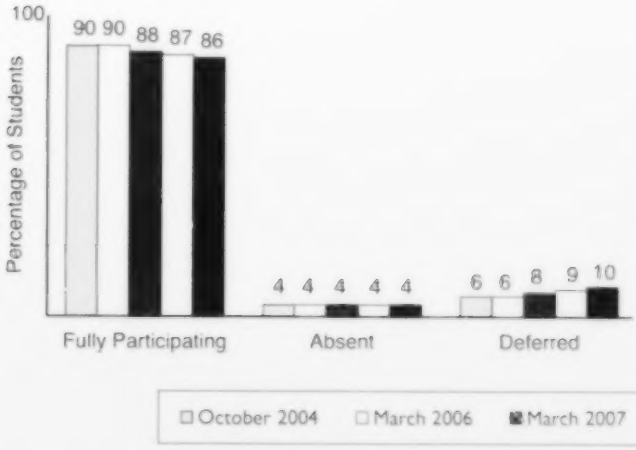
Observations

- There has been a six-percentage-point increase in the overall participation rate for first-time eligible English language learners between March 2007 (60%) and April 2009 (66%).
- The deferral rate for this group has decreased by five percentage points since March 2007.
- From 2008 to 2009, the proportion of fully participating first-time eligible English language learners who successfully completed the OSSLT increased by seven percentage points. Over the past five years, there has been a 16-percentage-point increase in the proportion of English language learners who successfully completed the OSSLT.
- For the past four years, more fully participating English language learners have been successful than unsuccessful on the test.

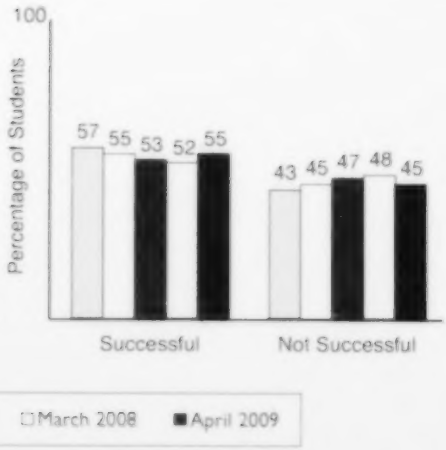
Results for Students with Special Education Needs (Excluding Gifted)*†

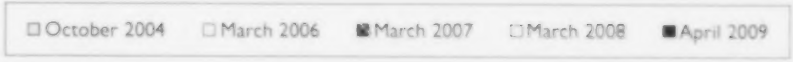
	ALL STUDENTS WITH SPECIAL EDUCATION NEEDS (EXCLUDING GIFTED)					FULLY PARTICIPATING STUDENTS WITH SPECIAL EDUCATION NEEDS (EXCLUDING GIFTED)				
	Oct. 2004 # = 19 775	Mar. 2006 # = 21 755	Mar. 2007 # = 22 052	Mar. 2008 # = 23 322	Apr. 2009 # = 24 066	Oct. 2004 # = 17 709	Mar. 2006 # = 19 487	Mar. 2007 # = 19 425	Mar. 2008 # = 20 240	Apr. 2009 # = 20 716
SUCCESSFUL	51%	49%	47%	45%	47%	57%	55%	53%	52%	55%
NOT SUCCESSFUL	38%	40%	41%	41%	39%	43%	45%	47%	48%	45%
OVERALL PARTICIPATION RATE	90%	90%	88%	87%	86%					
ABSENT	4%	4%	4%	4%	4%					
DEFERRED	6%	6%	8%	9%	10%					

Participation over Time: All Students with Special Education Needs (Excluding Gifted)



Results over Time: Fully Participating Students with Special Education Needs (Exluding Gifted)





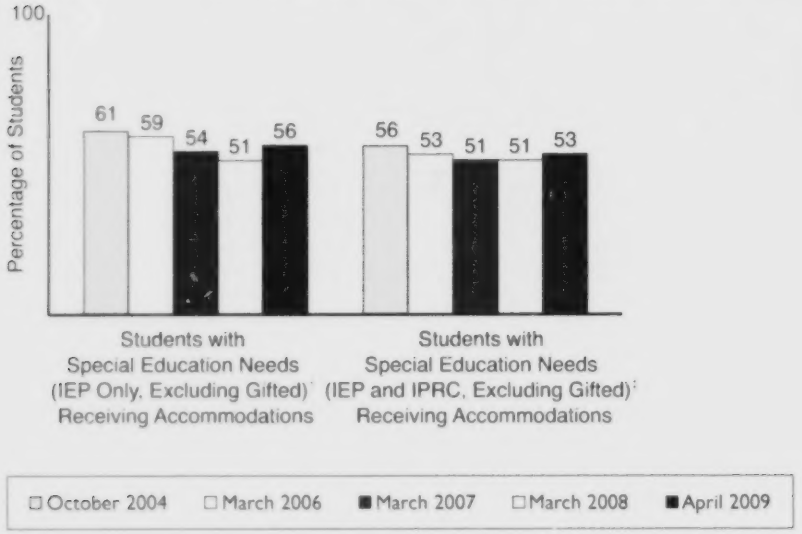
*Percentages in tables and bar graphs may not add up to 100 due to rounding.
†See Explanation of Terms.

Observations

- The overall participation rate for first-time eligible students with special education needs (excluding gifted) has declined by four percentage points to 86% since October 2004.
- The deferral rate for students with special education needs (excluding gifted) has increased by four percentage points in the past five years.
- The percentage of fully participating first-time eligible students with special education needs (excluding gifted) who successfully completed the April 2009 OSSLT increased by three percentage points from the previous year to 55%. This year reverses the downward trend in this success rate since October 2004, which was a peak year.

Results for Students with Special Education Needs (Excluding Gifted) Receiving Accommodations*

Success Rates over Time:
Fully Participating Students with Special Education Needs (Excluding Gifted) Receiving Accommodations



*See Explanation of Terms.
†Individual Education Plan
‡Identification, Placement and Review Committee

Observations

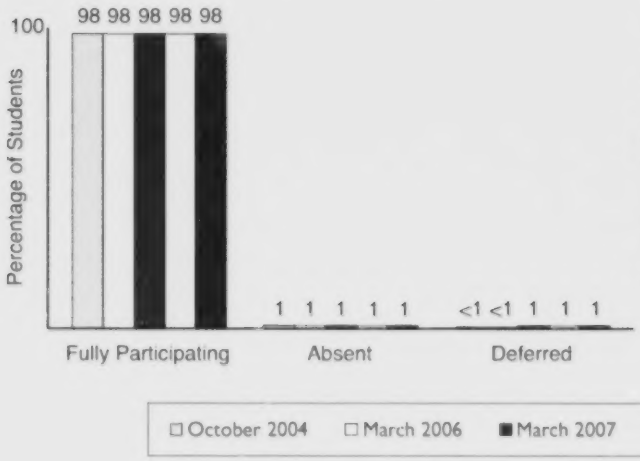
- The success rate for fully participating first-time eligible students with special education needs (IEP only, excluding gifted) receiving accommodations increased by five percentage points from March 2008 to 56% in April 2009.
- The success rate for fully participating first-time eligible students with special education needs (IEP and IPRC, excluding gifted) receiving accommodations increased by two percentage points from March 2008 to 53% in April 2009.

Results by Course Type in English over Time

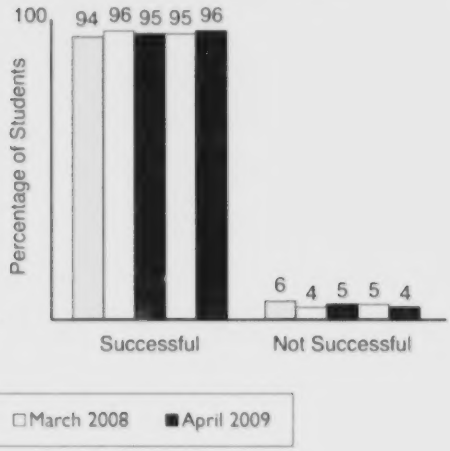
Results for Students Taking an Academic English Course*

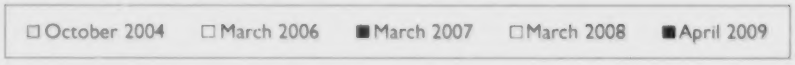
	ALL STUDENTS IN AN ACADEMIC ENGLISH COURSE					FULLY PARTICIPATING STUDENTS IN AN ACADEMIC ENGLISH COURSE				
	Oct. 2004 # = 100 642	Mar. 2006 # = 102 066	Mar. 2007 # = 102 911	Mar. 2008 # = 103 774	Apr. 2009 # = 102 880	Oct. 2004 # = 99 058	Mar. 2006 # = 100 164	Mar. 2007 # = 101 126	Mar. 2008 # = 101 698	Apr. 2009 # = 100 997
SUCCESSFUL	92%	94%	94%	94%	94%	94%	96%	95%	95%	96%
NOT SUCCESSFUL	6%	4%	5%	4%	4%	6%	4%	5%	5%	4%
OVERALL PARTICIPATION RATE	98%	98%	98%	98%	98%					
ABSENT	1%	1%	1%	1%	1%					
DEFERRED	<1%	<1%	1%	1%	1%					

Participation over Time:
All Students in an Academic English Course



Results over Time:
Fully Participating Students
in an Academic English Course





*Percentages in tables and bar graphs may not add up to 100, due to rounding.

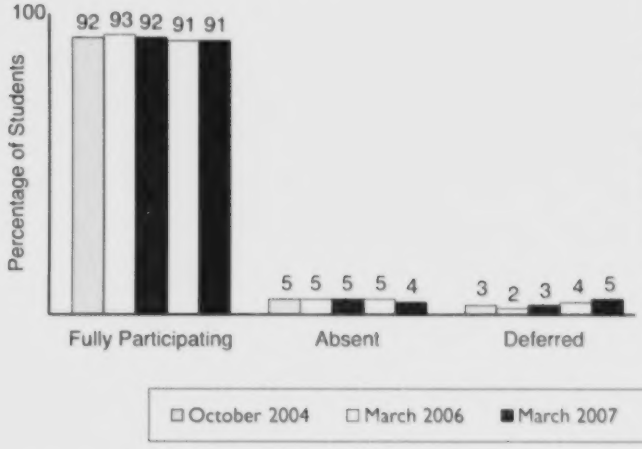
Observations

- The overall participation rate for first-time eligible students taking an academic English course has remained consistently high at 98% over the past five years.
- The success rate for fully participating first-time eligible students taking an academic English course has been high each year since the inception of the OSSLT.

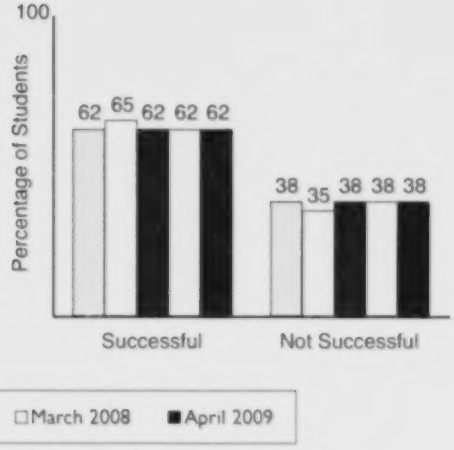
Results for Students Taking an Applied English Course*

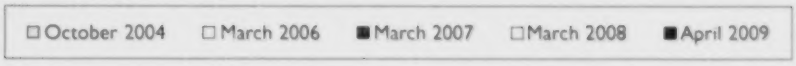
	ALL STUDENTS IN AN APPLIED ENGLISH COURSE					FULLY PARTICIPATING STUDENTS IN AN APPLIED ENGLISH COURSE				
	Oct. 2004 # = 40 841	Mar. 2006 # = 39 273	Mar. 2007 # = 39 564	Mar. 2008 # = 38 834	Apr. 2009 # = 37 845	Oct. 2004 # = 37 381	Mar. 2006 # = 36 408	Mar. 2007 # = 36 502	Mar. 2008 # = 35 515	Apr. 2009 # = 34 401
SUCCESSFUL	57%	60%	57%	56%	56%	62%	65%	62%	62%	62%
NOT SUCCESSFUL	35%	33%	35%	35%	35%	38%	35%	38%	38%	38%
OVERALL PARTICIPATION RATE	92%	93%	92%	91%	91%					
ABSENT	5%	5%	5%	5%	4%					
DEFERRED	3%	2%	3%	4%	5%					

Participation over Time:
All Students in an Applied English Course



Results over Time:
Fully Participating Students
in an Applied English Course





*Percentages in tables and bar graphs may not add up to 100, due to rounding.

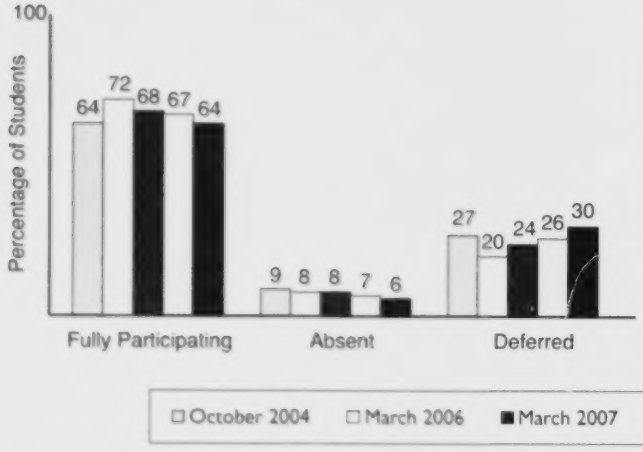
Observations

- Over the past five years, the overall participation rate for first-time eligible students taking an applied English course has ranged from 91 to 93%.
- The success rate for fully participating first-time eligible students taking an applied English course has remained identical since 2007, at 62%.

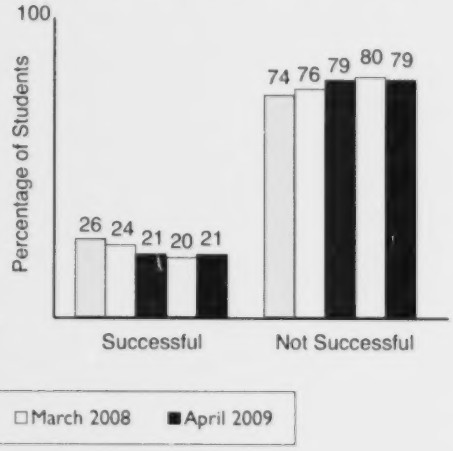
Results for Students Taking a Locally Developed English Course*

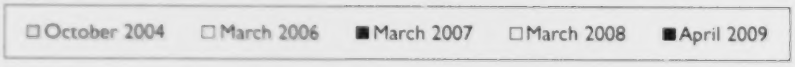
	ALL STUDENTS IN A LOCALLY DEVELOPED ENGLISH COURSE					FULLY PARTICIPATING STUDENTS IN A LOCALLY DEVELOPED ENGLISH COURSE				
	Oct. 2004 # = 4937	Mar. 2006 # = 5191	Mar. 2007 # = 6160	Mar. 2008 # = 5838	Apr. 2009 # = 5958	Oct. 2004 # = 3138	Mar. 2006 # = 3734	Mar. 2007 # = 4211	Mar. 2008 # = 3905	Apr. 2009 # = 3815
SUCCESSFUL	16%	17%	14%	13%	13%	26%	24%	21%	20%	21%
NOT SUCCESSFUL	47%	55%	54%	53%	51%	74%	76%	79%	80%	79%
OVERALL PARTICIPATION RATE	64%	72%	68%	67%	64%					
ABSENT	9%	8%	8%	7%	6%					
DEFERRED	27%	20%	24%	26%	30%					

Participation over Time: All Students in a Locally Developed English Course



Results over Time: Fully Participating Students in a Locally Developed English Course





*Percentages in tables and bar graphs may not add up to 100, due to rounding.

Observations

- The overall participation rate for first-time eligible students taking a locally developed English course has declined from 72% in March 2006 to 64% in April 2009.
- There continues to be a relatively high deferral rate among students in locally developed English courses.
- The success rate for fully participating first-time eligible students taking a locally developed English course increased by one percentage point from March 2008 to 21% in April 2009.

Summary of Findings for First-Time and Previously Eligible Students: April 2009

- 85% of fully participating first-time eligible students were successful on the test, improving on the success rate of 2006, 2007 and 2008. This proportion has increased by three percentage points over the past five years.
- There was a three-percentage-point increase in the proportion of fully participating previously eligible students successfully completing the OSSLT (from 51% in March 2008 to 54% in April 2009).
- Over the past five years, the overall participation rate for previously eligible students has been steadily declining (from 74% in 2004 to 58% in 2009). The absence rate has remained relatively stable (10–13%) and the deferral rate has been steadily increasing (from 4% in 2004 to 11% in 2009).
- Over the past five years, there has been a nine-percentage-point increase in the proportion of previously eligible students opting to take the Ontario Secondary School Literacy Course (OSSLC).
- Over the past three years, the percentage of first-time eligible females who indicate they read in English outside school for more than three hours a week (not counting homework) has increased by three perecentage points to 47%, whereas the percentage of males has decreased by two percentage points to 32%.
- Since March 2006, there has been a decrease in percentages of first-time eligible males and females who indicate they write in English outside school for more than three hours a week (not counting homework). This decrease is more pronounced among females (five percentage points) than males (two percentage points).
- Overall reading and writing patterns remained consistent with those of past years. Online communication (Web sites, e-mail, chat messages) are the types of reading and writing materials engaged in most frequently by fully participating first-time eligible students of both genders.
- More females than males reported engaging in extracurricular reading and writing in each of the past five years.
- A larger percentage of fully participating first-time eligible female (88%) than male (82%) students successfully completed the April 2009 OSSLT. The gender gap has remained relatively unchanged (six to eight percentage points) since October 2004.
- Over the past five years, the percentage of fully participating first-time eligible English language learners who successfully completed the OSSLT has increased by 16 percentage points, continuing a trend of improved results since October 2004. On the past four administrations, more such students have been successful than unsuccessful on the test.
- The increase in the success rate in 2009 for accommodated and unaccommodated fully participating first-time eligible students with special education needs (excluding gifted) has reversed a decline since October 2004. On the past five administrations, more such students have been successful than unsuccessful.
- The success rate for fully participating first-time eligible students taking an academic English course remained substantially higher than those for students taking applied and locally developed English courses.

Strategies for Success

Informing Professional Practice

The following comments, observations and suggested strategies for improvement are meant to assist educators in helping students develop and demonstrate their literacy skills. They are based on an analysis of first-time eligible students' performances on the April 2009 OSSLT and scorer feedback. Some of the comments and observations refer to sections of the 2009 OSSLT found on the EQAO Web site.

Comments from Scorers

Reading

Students who restate part of the question at the beginning of their answer, write in full sentences and use correct spelling, tend to score higher than those who do not. —B.C.

Section V, Question 7: Some students think the word "selection" in the open-response question on the information paragraph refers to the whole of Session 1 and try to summarize the whole booklet. —A.A.

Section V, Question 7: More practice linking a relevant detail to the main idea would raise the level of performance. —S.C.

Section IX, Question 6: Some students use slang terms (e.g., "drama queen") to describe the character of Pamela and then do not give any evidence from the reading selection to support the choice. Have students use more precise language in their responses and use a specific example from the selection to support their interpretation. —S.H.

Writing

In general, students are writing more. —L.F.

There are fewer off-topic answers than in previous years. —M.F.

I've noticed that many students are not using capital letters for the names of schools, streets, etc. —S.M.

Although student work in general is more legible than in previous years, students need to be told to write as clearly as they can. —R.W.

Short-writing prompts: Students should be familiar with the format of the OSSLT. Some students think the writing sections of the test are related to the reading selections and questions that precede them. This wrong assumption results in a lower score than the student might otherwise earn. —J.B.

News Report: Most students understand the news report format. Many students incorporate the characteristics of actual newspaper reports into their responses, such as the five W's in the introduction to their report, and then go on to expand on the "how" and "why" of the event. Many students use quotations to support and advance their newspaper accounts. —V.J.

Opinion: Most students organize their ideas into more than the three-paragraph minimum, which is good. Continue to work on one topic per paragraph. Put your stronger arguments near the beginning and end, and weaker arguments in the middle. —C.G.

Opinion: Many students try to support both sides of the issue. If they do not have the writing skills to carry this off, they give the impression that their opinion is unclear or inconsistent. I would encourage these students to take a stand — yes or no — and support that opinion. —R.W.

Preparing Students to Write the OSSLT

According to the *Principles for Fair Student Assessment Practices for Education in Canada*, students must be informed "about the content of the assessment, types of question formats used, and appropriate strategies, if any, for responding." EQAO develops and posts **OSSLT preparation materials,** including rubrics and previous tests, each year prior to the administration of the test. EQAO depends on the schools to ensure each student has the opportunity to use these materials and undertake the test with knowledge of the format and all associated rules. Each year, there is evidence that some students were not fully prepared to write the test. For example, some students summarize all of *Booklet 1* when responding to the open-response question that asks them to summarize the information paragraph (question 7, Section V).

For more information on the terms and strategies in **boldface** above and in the following chart, refer to the List of Resources at the end of the chart.

Observations and Suggested Strategies for Improvement by Skill: Reading

Through a combination of multiple-choice and open-response questions about narrative, informational and graphic reading selections, the OSSLT focuses on three reading skills:

Reading Skill 1: understanding explicitly stated information and ideas

Reading Skill 2: understanding implicitly stated information and ideas

Reading Skill 3: making connections between information and ideas in a reading selection and personal knowledge and experience

Reading

Observations:	Strategies for Improvement:
Response data indicate that the multiple-choice questions assessing the three reading skills were effective in distinguishing between successful and unsuccessful readers.	
Data from the multiple-choice responses suggest that effective readers • read the whole selection to find all relevant information related to the question before selecting the correct option. • understand structural patterns in a text and use them to make meaning. • use prior knowledge when demonstrating their understanding of a text.	Continue to teach strategies for locating information, such as **skimming and scanning** to preview a text. Continue to provide direct instruction on using **contextual cues** to construct the meaning of texts. Continue to teach students before-, during- and after-reading strategies to assist them in **making connections** between their prior knowledge and new content when reading informational texts.
This year, students were equally successful on multiple-choice questions assessing all three reading skills.	
This year, students were most successful on multiple-choice questions relating to the dialogue (Section IX) and were least successful on those relating to the real-life narrative (Section VIII).	Continue to encourage students to read closely for an accurate understanding of details and to connect these details to form **inferences**.
Among open-response reading questions, students were least successful on those relating to the summary of the information paragraph (Section V). Students performed equally well on all other open-response reading questions.	Model the **think aloud** strategy to show students how to determine which ideas are most and least important and make connections among ideas in subject-specific reading materials.
As in previous years, the largest percentage of "blanks" and "off topics" was recorded for the summary of the information paragraph (Section V).	Continue to provide direct instruction on **organization patterns**, and opportunities for students to use their knowledge of them to understand how main ideas and supporting details are presented and related. Continue to provide direct instruction on **summarizing** skills.

Observations and Suggested Strategies for Improvement by Skill: Writing

Through a combination of multiple-choice questions, two short-writing tasks and two long-writing tasks (a news report and a series of paragraphs expressing an opinion), the OSSLT focuses on three writing skills:

Writing Skill 1: developing a main idea with sufficient supporting details

Writing Skill 2: organizing information and ideas in a coherent manner

Writing Skill 3: using conventions (spelling, grammar, punctuation) in a manner that does not distract from clear communication

	Observations:	Strategies for Improvement:
Writing	Students generally performed well on all multiple-choice writing questions. Scores were highest on questions assessing organization (Skill 2), then main idea and supporting details (Skill 1), then accuracy of conventions (Skill 3). Scores among subpopulations (e.g., students taking applied English courses, English language learners and students with special education needs) showed a similar pattern.	
	As in 2008, students performed better on the short-writing tasks than on the long-writing tasks.	Continue to provide students with frequent opportunities to write extended responses.
	The performance of first-time eligible students was similar on both long-writing tasks. Over 75% of responses to the two long-writing tasks showed a clear, consistent focus, specific supporting details and deliberate organization. This pattern is consistent among all subpopulations except students taking applied English courses and students with special education needs. Approximately 63% of their responses showed a clear, consistent focus, specific supporting details and deliberate organization.	Continue to help students **organize their writing** around a well-developed main idea and support their idea through the use of clear, specific and relevant details. Encourage students to use the rough notes space to make quick plans of their ideas (web, T-chart for opinion, 5 Ws for news report) before writing their response.
	A larger percentage of students achieved scores in the higher codes of the rubric for topic development for the news report than for the series of paragraphs expressing an opinion. However, more students showed a lack of understanding of the writing form of the news report than that of the series of paragraphs expressing an opinion.	Have all teachers participate in **moderated marking** sessions so that they use the same criteria and terminology when providing feedback for improvement.

Observations and Suggested Strategies for Improvement by Skill: Reading

Through a combination of multiple-choice and open-response questions about narrative, informational and graphic reading selections, the OSSLT focuses on three reading skills:

Reading Skill 1: understanding explicitly stated information and ideas

Reading Skill 2: understanding implicitly stated information and ideas

Reading Skill 3: making connections between information and ideas in a reading selection and personal knowledge and experience

	Observations:	Strategies for Improvement:
Reading	Response data indicate that the multiple-choice questions assessing the three reading skills were effective in distinguishing between successful and unsuccessful readers.	
	Data from the multiple-choice responses suggest that effective readers • read the whole selection to find all relevant information related to the question before selecting the correct option. • understand structural patterns in a text and use them to make meaning. • use prior knowledge when demonstrating their understanding of a text.	Continue to teach strategies for locating information, such as **skimming and scanning** to preview a text. Continue to provide direct instruction on using **contextual cues** to construct the meaning of texts. Continue to teach students before-, during- and after-reading strategies to assist them in **making connections** between their prior knowledge and new content when reading informational texts.
	This year, students were equally successful on multiple-choice questions assessing all three reading skills.	
	This year, students were most successful on multiple-choice questions relating to the dialogue (Section IX) and were least successful on those relating to the real-life narrative (Section VIII).	Continue to encourage students to read closely for an accurate understanding of details and to connect these details to form **inferences**.
	Among open-response reading questions, students were least successful on those relating to the summary of the information paragraph (Section V). Students performed equally well on all other open-response reading questions.	Model the **think aloud** strategy to show students how to determine which ideas are most and least important and make connections among ideas in subject-specific reading materials.
	As in previous years, the largest percentage of "blanks" and "off topics" was recorded for the summary of the information paragraph (Section V).	Continue to provide direct instruction on **organization patterns**, and opportunities for students to use their knowledge of them to understand how main ideas and supporting details are presented and related. Continue to provide direct instruction on **summarizing** skills.

Observations and Suggested Strategies for Improvement by Skill: Writing

Through a combination of multiple-choice questions, two short-writing tasks and two long-writing tasks (a news report and a series of paragraphs expressing an opinion), the OSSLT focuses on three writing skills:

Writing Skill 1: developing a main idea with sufficient supporting details

Writing Skill 2: organizing information and ideas in a coherent manner

Writing Skill 3: using conventions (spelling, grammar, punctuation) in a manner that does not distract from clear communication

	Observations:	Strategies for Improvement:
Writing	Students generally performed well on all multiple-choice writing questions. Scores were highest on questions assessing organization (Skill 2), then main idea and supporting details (Skill 1), then accuracy of conventions (Skill 3). Scores among subpopulations (e.g., students taking applied English courses, English language learners and students with special education needs) showed a similar pattern.	
	As in 2008, students performed better on the short-writing tasks than on the long-writing tasks.	Continue to provide students with frequent opportunities to write extended responses.
	The performance of first-time eligible students was similar on both long-writing tasks. Over 75% of responses to the two long-writing tasks showed a clear, consistent focus, specific supporting details and deliberate organization. This pattern is consistent among all subpopulations except students taking applied English courses and students with special education needs. Approximately 63% of their responses showed a clear, consistent focus, specific supporting details and deliberate organization.	Continue to help students **organize their writing** around a well-developed main idea and support their idea through the use of clear, specific and relevant details. Encourage students to use the rough notes space to make quick plans of their ideas (web, T-chart for opinion, 5 Ws for news report) before writing their response.
	A larger percentage of students achieved scores in the higher codes of the rubric for topic development for the news report than for the series of paragraphs expressing an opinion. However, more students showed a lack of understanding of the writing form of the news report than that of the series of paragraphs expressing an opinion.	Have all teachers participate in **moderated marking** sessions so that they use the same criteria and terminology when providing feedback for improvement.

	Observations:	Strategies for Improvement:
Writing (continued)	Compared to student performance on topic development, performance on use of conventions was about the same or better on all four writing tasks. More than 80% of first-time eligible students used conventions in long-writing tasks in a manner that did not distract from communication.	When working with students to prepare them for the OSSLT, ask them to score responses using the generic scoring rubrics (available on the EQAO Web site) and to compare and explain their scores. Provide direct instruction and models to clarify the characteristics of a news report (e.g., objective point of view, use of dates and quotations) as distinct from other writing forms (e.g., editorial, persuasive opinion piece or personal narrative). Provide frequent opportunities to students to develop skills in **non-fiction writing**.

General Observations and Suggested Strategies for Improvement

Lack of Success	On multiple-choice reading questions, unsuccessful students accounted for a large percentage of blank responses.	Encourage students to attempt all questions.
	The pattern of success on individual open-response reading questions among unsuccessful students is similar to that among students in general.	
	This year, unsuccessful students had difficulty with multiple-choice questions assessing Reading Skills 1, 2 and 3. They were least successful on questions assessing Skills 2 and 3.	
	Unsuccessful students showed greater success on short-writing than on long-writing tasks. Their performance on the two long-writing tasks was similar.	Give opportunities to practise sustained writing (one to two pages) that requires a clear and consistent focus, with specific supporting details and logical organization.
	Unsuccessful students left more blank responses to the long-writing news report (Section IV) than the long-writing opinion (Section VI), but they left more blank responses to the Section X short-writing task than any other writing task.	Use small-group discussion strategies such as **placemat** to encourage students to generate and share ideas, and to activate background knowledge on a topic.
	Students who were not successful on writing tasks produced responses that lacked focus and supporting details.	Encourage reading and writing by applying **current research** about teaching strategies for reluctant readers and writers.

	Observations:	Strategies for Improvement:
English Language Learners and Students with Special Education Needs	In general, students with special education needs leave a larger percentage of blanks for open-response questions in reading and writing than any other subgroup.	When working with students with different needs, use a variety of teaching approaches through **differentiated instruction.**
	In general, English language learners and students with special education needs write more off-topic responses than other groups do.	To assist **English language learners** and **students with special education needs,** continue to incorporate visual tools (e.g., concept maps), academic vocabulary tools (e.g., word charts) and scaffolds (paragraph frames) in all subject areas.
	English language learners and students with special education needs were more successful on Skill 1 multiple-choice reading questions than on those assessing Skills 2 and 3.	Encourage English language learners and students with special education needs to develop skills in **questioning** and making inferences.
	English language learners were most successful responding to the news report reading selection (Section I) and least successful responding to question 6 (inference about a character) on the dialogue (Section IX).	
	English language learners performed well on multiple-choice writing questions, especially those dealing with punctuation and grammar.	
	English language learners scored higher on their use of conventions for the short-writing tasks than the long-writing tasks.	Continue to provide students with **proofreading** strategies for eliminating errors in grammar and punctuation in their writing in every subject.
	On long-writing tasks, English language learners performed better on topic development than on use of conventions, while students with special education needs performed about the same on topic development and use of conventions.	Encourage students to review and revise their responses on the OSSLT without concern that cross-outs will affect their score.

	Observations:	Strategies for Improvement:
Writing (continued)	Compared to student performance on topic development, performance on use of conventions was about the same or better on all four writing tasks. More than 80% of first-time eligible students used conventions in long-writing tasks in a manner that did not distract from communication.	When working with students to prepare them for the OSSLT, ask them to score responses using the generic scoring rubrics (available on the EQAO Web site) and to compare and explain their scores. Provide direct instruction and models to clarify the characteristics of a news report (e.g., objective point of view, use of dates and quotations) as distinct from other writing forms (e.g., editorial, persuasive opinion piece or personal narrative). Provide frequent opportunities to students to develop skills in **non-fiction writing**.

General Observations and Suggested Strategies for Improvement

Lack of Success	On multiple-choice reading questions, unsuccessful students accounted for a large percentage of blank responses.	Encourage students to attempt all questions.
	The pattern of success on individual open-response reading questions among unsuccessful students is similar to that among students in general.	
	This year, unsuccessful students had difficulty with multiple-choice questions assessing Reading Skills 1, 2 and 3. They were least successful on questions assessing Skills 2 and 3.	
	Unsuccessful students showed greater success on short-writing than on long-writing tasks. Their performance on the two long-writing tasks was similar.	Give opportunities to practise sustained writing (one to two pages) that requires a clear and consistent focus, with specific supporting details and logical organization.
	Unsuccessful students left more blank responses to the long-writing news report (Section IV) than the long-writing opinion (Section VI), but they left more blank responses to the Section X short-writing task than any other writing task.	Use small-group discussion strategies such as **placemat** to encourage students to generate and share ideas, and to activate background knowledge on a topic.
	Students who were not successful on writing tasks produced responses that lacked focus and supporting details.	Encourage reading and writing by applying **current research** about teaching strategies for reluctant readers and writers.

	Observations:	Strategies for Improvement:
English Language Learners and Students with Special Education Needs	In general, students with special education needs leave a larger percentage of blanks for open-response questions in reading and writing than any other subgroup.	When working with students with different needs, use a variety of teaching approaches through **differentiated instruction.**
	In general, English language learners and students with special education needs write more off-topic responses than other groups do.	To assist **English language learners** and **students with special education needs,** continue to incorporate visual tools (e.g., concept maps), academic vocabulary tools (e.g., word charts) and scaffolds (paragraph frames) in all subject areas.
	English language learners and students with special education needs were more successful on Skill 1 multiple-choice reading questions than on those assessing Skills 2 and 3.	Encourage English language learners and students with special education needs to develop skills in **questioning** and making inferences.
	English language learners were most successful responding to the news report reading selection (Section I) and least successful responding to question 6 (inference about a character) on the dialogue (Section IX).	
	English language learners performed well on multiple-choice writing questions, especially those dealing with punctuation and grammar.	
	English language learners scored higher on their use of conventions for the short-writing tasks than the long-writing tasks.	Continue to provide students with **proofreading** strategies for eliminating errors in grammar and punctuation in their writing in every subject.
	On long-writing tasks, English language learners performed better on topic development than on use of conventions, while students with special education needs performed about the same on topic development and use of conventions.	Encourage students to review and revise their responses on the OSSLT without concern that cross-outs will affect their score.

	Observations:	Strategies for Improvement:
Gender	This year, males outperformed females on the multiple-choice questions relating to four of the five reading selections.	
	Females outperformed males on all open-response reading items. The gender gap is most evident in dialogue (Section IX) question 6, which asks students to make an inference about a character.	Continue to provide **males** with opportunities to develop their literacy skills by explicitly teaching the processes that effective readers and writers use.
	Females outperformed males on all but one multiple-choice writing question.	
	As in 2008, females outperformed males in both topic development and use of conventions on all writing tasks.	
Course Type in English	As in previous years, students in applied English courses did not perform as well as students in academic English courses.	**Integrate literacy skills into subject-specific instruction.** The EQAO School Success Stories indicate that cross-curricular school teams have been effective in supporting literacy skill development in students in applied courses.
	In reading, the largest gap in performance between students in academic and applied English courses occurred in the summary of the information paragraph (Section V) and question 6 (making an inference about a character) on the dialogue (Section IX).	Continue to encourage the development of higher-order thinking skills, particularly the skills of analysis and making inferences. "Characteristics of Successful and Unsuccessful Student Performance on the OSSLT," available on the EQAO Web site, indicates that the responses of unsuccessful students show simplicity, concreteness and a narrow range of skills.
	The performance of students taking applied English courses was weakest in reading Skill 2 and somewhat better in Skills 1 and 3.	

Resources

List of Resources (2009)

EQAO reminds educators to use the **OSSLT preparation materials** posted on the EQAO Web site to prepare students for writing the test: *Planning and Preparation Guide*, Getting Ready Guide, Released OSSLT Materials (previous tests and answers), Sample Test Materials, and Characteristics of Successful and Unsuccessful Student Performance on the OSSLT. School success stories, also available on the EQAO Web site, provide information about school-wide strategies to improve student literacy skills.

Resources are listed in the order they appear in the chart above.

For more information about

skimming and scanning, go to page 32 of *Think Literacy: Cross-Curricular Approaches, Grades 7–12*—"Reading Strategies": http://www.edu.gov.on.ca/eng/teachers/studentsuccess/think.html.

contextual cues, go to pages 34–39 of *Think Literacy: Cross-Curricular Approaches, Grades 7–12*—"Reading Strategies": http://www.edu.gov.on.ca/eng/teachers/studentsuccess/think.html.

making connections and monitoring understanding when reading different text forms, go to *Think Literacy: Cross-Curricular Approaches, Grades 7–12* subject-specific examples:

- *Science and Technology, Grades 7–8* and *Science, Grade 9 Applied (2004–2005)*;
- *Health and Physical Education, Grades 7–10 (2004)* and
- *Geography, Grades 7–9 (2004)*

found at http://www.edu.gov.on.ca/eng/teachers/studentsuccess/specific.html.

inferences, go to pages 40–43 of "Engaging in Reading: Reading Between the Lines" in *Think Literacy: Cross-Curricular Approaches, Grades 7–12*—"Reading Strategies": http://www.edu.gov.on.ca/eng/teachers/studentsuccess/think.html.

think aloud strategy and sample lessons, go to pages 44–47 and pages 56–59 of *Think Literacy: Cross-Curricular Approaches, Grades 7–12*—"Reading Strategies": http://www.edu.gov.on.ca/eng/teachers/studentsuccess/think.html.

organizational patterns, go to pages 16–19 of "Getting Ready to Read: Finding Organizational Patterns" in *Think Literacy: Cross-Curricular Approaches, Grades 7–12*—"Reading Strategies": http://www.edu.gov.on.ca/eng/teachers/studentsuccess/think.html.

summarizing, go to the Literacy and Numeracy Secretariat webcast *Teaching for Understanding: Summarization*: http://www.curriculum.org/secretariat/january30TU.shtml.

organizing writing around the use of a main idea and supporting details, go to pages 112–122 of *Think Literacy: Cross-Curricular Approaches, Grades 7–12*—"Writing Strategies": http://www.edu.gov.on.ca/eng/teachers/studentsuccess/think.html.

moderated marking, go to

- http://www.edu.gov.on.ca/eng/literacynumeracy/inspire/research/Teacher_Moderation.pdf and
- the *Teacher Moderation: Collaborative Assessment of Student Work* webcast: http://www.curriculum.org/secretariat/september10.shtml.

	Observations:	Strategies for Improvement:
Gender	This year, males outperformed females on the multiple-choice questions relating to four of the five reading selections.	
	Females outperformed males on all open-response reading items. The gender gap is most evident in dialogue (Section IX) question 6, which asks students to make an inference about a character.	Continue to provide **males** with opportunities to develop their literacy skills by explicitly teaching the processes that effective readers and writers use.
	Females outperformed males on all but one multiple-choice writing question.	
	As in 2008, females outperformed males in both topic development and use of conventions on all writing tasks.	
Course Type in English	As in previous years, students in applied English courses did not perform as well as students in academic English courses.	**Integrate literacy skills into subject-specific instruction.** The EQAO School Success Stories indicate that cross-curricular school teams have been effective in supporting literacy skill development in students in applied courses.
	In reading, the largest gap in performance between students in academic and applied English courses occurred in the summary of the information paragraph (Section V) and question 6 (making an inference about a character) on the dialogue (Section IX).	Continue to encourage the development of higher-order thinking skills, particularly the skills of analysis and making inferences. "Characteristics of Successful and Unsuccessful Student Performance on the OSSLT," available on the EQAO Web site, indicates that the responses of unsuccessful students show simplicity, concreteness and a narrow range of skills.
	The performance of students taking applied English courses was weakest in reading Skill 2 and somewhat better in Skills 1 and 3.	

Resources

List of Resources (2009)

EQAO reminds educators to use the **OSSLT preparation materials** posted on the EQAO Web site to prepare students for writing the test: *Planning and Preparation Guide*, Getting Ready Guide, Released OSSLT Materials (previous tests and answers), Sample Test Materials, and Characteristics of Successful and Unsuccessful Student Performance on the OSSLT. School success stories, also available on the EQAO Web site, provide information about school-wide strategies to improve student literacy skills.

Resources are listed in the order they appear in the chart above.

For more information about

skimming and scanning, go to page 32 of *Think Literacy: Cross-Curricular Approaches, Grades 7–12*—"Reading Strategies": http://www.edu.gov.on.ca/eng/teachers/studentsuccess/think.html.

contextual cues, go to pages 34–39 of *Think Literacy: Cross-Curricular Approaches, Grades 7–12*—"Reading Strategies": http://www.edu.gov.on.ca/eng/teachers/studentsuccess/think.html.

making connections and monitoring understanding when reading different text forms, go to *Think Literacy: Cross-Curricular Approaches, Grades 7–12* subject-specific examples:

- *Science and Technology, Grades 7–8* and *Science, Grade 9 Applied (2004–2005)*;
- *Health and Physical Education, Grades 7–10 (2004)* and
- *Geography, Grades 7–9 (2004)*

found at http://www.edu.gov.on.ca/eng/teachers/studentsuccess/specific.html.

inferences, go to pages 40–43 of "Engaging in Reading: Reading Between the Lines" in *Think Literacy: Cross-Curricular Approaches, Grades 7–12*—"Reading Strategies": http://www.edu.gov.on.ca/eng/teachers/studentsuccess/think.html.

think aloud strategy and sample lessons, go to pages 44–47 and pages 56–59 of *Think Literacy: Cross-Curricular Approaches, Grades 7–12*—"Reading Strategies": http://www.edu.gov.on.ca/eng/teachers/studentsuccess/think.html.

organizational patterns, go to pages 16–19 of "Getting Ready to Read: Finding Organizational Patterns" in *Think Literacy: Cross-Curricular Approaches, Grades 7–12*—"Reading Strategies": http://www.edu.gov.on.ca/eng/teachers/studentsuccess/think.html.

summarizing, go to the Literacy and Numeracy Secretariat webcast *Teaching for Understanding: Summarization:* http://www.curriculum.org/secretariat/january30TU.shtml.

organizing writing around the use of a main idea and supporting details, go to pages 112–122 of *Think Literacy: Cross-Curricular Approaches, Grades 7–12*—"Writing Strategies": http://www.edu.gov.on.ca/eng/teachers/studentsuccess/think.html.

moderated marking, go to

- http://www.edu.gov.on.ca/eng/literacynumeracy/inspire/research/Teacher_Moderation.pdf and
- the *Teacher Moderation: Collaborative Assessment of Student Work* webcast: http://www.curriculum.org/secretariat/september10.shtml.

List of Resources (continued)

For more information about

non-fiction writing, go to the Literacy and Numeracy Secretariat webcasts:

- *High-Yield Strategies to Improve Student Learning, Part 4:* Teaching Non-Fiction Writing—Clip One: Reading Conference: Text Structure (persuasive writing): http://www.curriculum.org/secretariat/may2.shtml;
- *Non-Fiction Writing,* Connie Wright: Persuasive Writing: Deconstructing a Newspaper Article: http://www.curriculum.org/secretariat/april18.shtml;
- *Non-Fiction Writing,* Bridget Scime: Report Writing: http://www.curriculum.org/secretariat/april18.shtml and
- *Quality Teaching: It's Intentional,* Dr. Douglas Reeves: Non-Fiction Writing: http://www.curriculum.org/secretariat/april21.shtml.

placemat, go to pages 162–164 of *Think Literacy: Cross-Curricular Approaches, Grades 7–12*—"Oral Communication": http://www.edu.gov.on.ca/eng/teachers/studentsuccess/think.html.

current research, go to *What Current Research Tells Us*: http://www.edu.gov.on.ca/eng/curriculum/boysliteracy.html.

differentiated instruction, go to

- the Literacy and Numeracy Secretariat webcast *Differentiated Instruction: Continuing the Conversation*: http://www.curriculum.org/secretariat/march29.shtml;
- pages 14–15 of *Education for All: The Report of the Expert Panel on Literacy and Numeracy Instruction for Students With Special Education Needs*: http://www.edu.gov.on.ca/eng/document/reports/speced/panel/speced.pdf and
- *Building Upon Our Successes,* the Literacy and Numeracy secretariat webcast on differentiated instruction strategies designed to meet the diverse needs of all students, including learners who may be "at risk": http://www.curriculum.org/secretariat/september28.shtml.

English language learners, go to

- pages 23–26 of *Many Roots, Many Voices: Supporting English Language Learners in Every Classroom*: http://www.edu.gov.on.ca/eng/document/manyroots/manyroots.pdf;
- the webcast *Teaching and Learning in Multilingual Ontario*: http://www.curriculum.org/secretariat/december7.shtml and
- *EQAO Connects,* Winter 2008, "View from the Front of the Class: Preparing for the OSSLT": http://www.eqao.com/eMagazine/2008/01/eMagazine.aspx?Lang=E cast.

students with special education needs, go to *Education for All: The Report of the Expert Panel on Literacy and Numeracy Instruction for Students With Special Education Needs, Kindergarten to Grade 6*: http://www.edu.gov.on.ca/eng/document/reports/speced/panel/speced.pdf.

questioning, go to

- the Literacy and Numeracy webcast *Quality Teaching: It's Intentional,* Dr. Annette Woods: Critical Literacy: http://www.curriculum.org/secretariat/april21.shtml and
- the video *Developing Thinking Skills Through Higher-Level Questioning*: https://admin.na3.acrobat.com/_a59783387/thinkingskills.

List of Resources (continued)

For more information about

proofreading for errors in writing, go to pages 124–126 (revising and editing) and 136–139 (proofreading) of *Think Literacy: Cross-Curricular Approaches, Grades 7–12*—"Writing Strategies": http://www.edu.gov.on.ca/eng/teachers/studentsuccess/think.html.

males and literacy skills development, go to

- pages 17–21 of *Me Read? No Way! A Practical Guide to Improving Boys' Literacy Skills*: http://www.edu.gov.on.ca/eng/document/brochure/meread/meread.pdf;
- the video *Read Anything Good Lately? Boys, Books and Reading*: http://www.edu.gov.on.ca/eng/curriculum/boysliteracy.html and
- *Boys' Literacy Teacher Inquiry*: Work Plan Support Booklet—June 2008: http://www.edu.gov.on.ca/eng/curriculum/boysliteracy.html.

integrating literacy strategies with subject-specific instruction, go to

- *Think Literacy: Cross-Curricular Approaches, Grades 7–12* subject-specific documents: http://www.edu.gov.on.ca/eng/teachers/studentsuccess/specific.html and
- the video *Think Literacy: Embedding Literacy Strategies into Daily Instruction*: https://admin.na3.acrobat.com/_a59783387/thinkliteracy/.

EQAO Connects Webmag provides educators with information about EQAO assessments and ideas to develop the literacy and math skills they assess. For example, the Spring 2009 edition will include an article on how to develop a good open-response question. Previous issues have included articles on embedding cross-curricular literacy instruction and preparing students for the OSSLT.

- *EQAO Connects*, Spring 2008, "View from the Front of the Class: Improving Literacy Instruction: A Cross-curricular Approach": http://www.eqao.com/eMagazine/2008/05/eMagazine.aspx?Lang=E and
- *EQAO Connects*, Spring 2007, "View from the Front of the Class: A Teacher's Perspective: Starting Early: Preparing Struggling Readers and Writers for the OSSLT": http://www.eqao.com/eMagazine/index.aspx?Lang=E.

List of Resources (continued)

For more information about

non-fiction writing, go to the Literacy and Numeracy Secretariat webcasts:

- *High-Yield Strategies to Improve Student Learning, Part 4:* Teaching Non-Fiction Writing—Clip One: Reading Conference: Text Structure (persuasive writing): http://www.curriculum.org/secretariat/may2.shtml;
- *Non-Fiction Writing,* Connie Wright: Persuasive Writing: Deconstructing a Newspaper Article: http://www.curriculum.org/secretariat/april18.shtml;
- *Non-Fiction Writing,* Bridget Scime: Report Writing: http://www.curriculum.org/secretariat/april18.shtml and
- *Quality Teaching: It's Intentional,* Dr. Douglas Reeves: Non-Fiction Writing: http://www.curriculum.org/secretariat/april21.shtml.

placemat, go to pages 162–164 of *Think Literacy: Cross-Curricular Approaches, Grades 7–12*—"Oral Communication": http://www.edu.gov.on.ca/eng/teachers/studentsuccess/think.html.

current research, go to *What Current Research Tells Us:* http://www.edu.gov.on.ca/eng/curriculum/boysliteracy.html.

differentiated instruction, go to

- the Literacy and Numeracy Secretariat webcast *Differentiated Instruction: Continuing the Conversation:* http://www.curriculum.org/secretariat/march29.shtml;
- pages 14–15 of *Education for All: The Report of the Expert Panel on Literacy and Numeracy Instruction for Students With Special Education Needs:* http://www.edu.gov.on.ca/eng/document/reports/speced/panel/speced.pdf and
- *Building Upon Our Successes,* the Literacy and Numeracy secretariat webcast on differentiated instruction strategies designed to meet the diverse needs of all students, including learners who may be "at risk": http://www.curriculum.org/secretariat/september28.shtml.

English language learners, go to

- pages 23–26 of *Many Roots, Many Voices: Supporting English Language Learners in Every Classroom:* http://www.edu.gov.on.ca/eng/document/manyroots/manyroots.pdf;
- the webcast *Teaching and Learning in Multilingual Ontario:* http://www.curriculum.org/secretariat/december7.shtml and
- *EQAO Connects,* Winter 2008, "View from the Front of the Class: Preparing for the OSSLT": http://www.eqao.com/eMagazine/2008/01/eMagazine.aspx?Lang=E cast.

students with special education needs, go to *Education for All: The Report of the Expert Panel on Literacy and Numeracy Instruction for Students With Special Education Needs, Kindergarten to Grade 6:* http://www.edu.gov.on.ca/eng/document/reports/speced/panel/speced.pdf.

questioning, go to

- the Literacy and Numeracy webcast *Quality Teaching: It's Intentional,* Dr. Annette Woods: Critical Literacy: http://www.curriculum.org/secretariat/april21.shtml and
- the video *Developing Thinking Skills Through Higher-Level Questioning:* https://admin.na3.acrobat.com/_a59783387/thinkingskills.

List of Resources (continued)

For more information about

proofreading for errors in writing, go to pages 124–126 (revising and editing) and 136–139 (proofreading) of *Think Literacy: Cross-Curricular Approaches, Grades 7–12*—"Writing Strategies": http://www.edu.gov.on.ca/eng/teachers/studentsuccess/think.html.

males and literacy skills development, go to

- pages 17–21 of *Me Read? No Way! A Practical Guide to Improving Boys' Literacy Skills*: http://www.edu.gov.on.ca/eng/document/brochure/meread/meread.pdf;
- the video *Read Anything Good Lately? Boys, Books and Reading*: http://www.edu.gov.on.ca/eng/curriculum/boysliteracy.html and
- *Boys' Literacy Teacher Inquiry*: Work Plan Support Booklet—June 2008: http://www.edu.gov.on.ca/eng/curriculum/boysliteracy.html.

integrating literacy strategies with subject-specific instruction, go to

- *Think Literacy: Cross-Curricular Approaches, Grades 7–12* subject-specific documents: http://www.edu.gov.on.ca/eng/teachers/studentsuccess/specific.html and
- the video *Think Literacy: Embedding Literacy Strategies into Daily Instruction*: https://admin.na3.acrobat.com/_a59783387/thinkliteracy/.

EQAO Connects Webmag provides educators with information about EQAO assessments and ideas to develop the literacy and math skills they assess. For example, the Spring 2009 edition will include an article on how to develop a good open-response question. Previous issues have included articles on embedding cross-curricular literacy instruction and preparing students for the OSSLT.

- *EQAO Connects*, Spring 2008, "View from the Front of the Class: Improving Literacy Instruction: A Cross-curricular Approach": http://www.eqao.com/eMagazine/2008/05/eMagazine.aspx?Lang=E and
- *EQAO Connects*, Spring 2007, "View from the Front of the Class: A Teacher's Perspective: Starting Early: Preparing Struggling Readers and Writers for the OSSLT": http://www.eqao.com/eMagazine/index.aspx?Lang=E.

Case Studies: School Success Stories

Observations from the Field and School Success Stories

Over the past few months, EQAO has visited a number of secondary schools throughout Ontario. Engaging with the education community in this manner has allowed EQAO to learn about strategies being used to support student achievement in literacy. Several common themes emerged throughout these visits, and we are pleased to present a sample in the following pages.

Principals and teachers have become more adept at using results from EQAO testing and other data as a reference point to guide their interventions for students. Data have been useful in identifying subgroups of students who continue to struggle, including students in applied and locally developed courses, students with special education needs and English language learners. Throughout the province, there has been a strong emphasis on the early identification of at-risk students. A particular focus has been placed on gaining the support of Grade 8 students and their parents to select appropriate courses.

Once the students who are at risk are identified, staff, both in schools and across panels in families of schools, use data to identify the interventions and transition programs that will best meet the needs of these students. There has been widespread use of both Ministry of Education and EQAO resources and supports to guide these efforts.

The overriding observation from all these discussions with the field is the tremendous commitment by school teams to work tirelessly to find ways to see their students succeed. This is especially true with respect to students who are encouraged to use accommodations and credit recovery and credit saving programs.

In celebration of this spirit of achievement, EQAO has selected six publicly funded Ontario schools to profile in this year's report. These schools are notable for their success in improving the literacy skills of their students as demonstrated by their OSSLT results over the years.

Each school team discusses what EQAO and other data have taught them about their students and the innovative approaches they're using to address areas for improvement.

The school profiles in the following pages are just a few of the many remarkable and inspiring stories across Ontario's publicly funded school system. EQAO is pleased to highlight the accomplishments of these schools and celebrate the exemplary work of school teams making a significant difference in their communities. These stories provide a source of ideas and encouragement for other schools across the province.

Assumption College School

BRANT HALDIMAND NORFOLK CATHOLIC DISTRICT SCHOOL BOARD

Student population: 1500; Grades: 9–12; Principal: Robert Campbell

Assumption College School, which serves a diverse population in Brantford, faces many challenges. During the past five years, external forces, such as new development in the region, one nearby school closure and ongoing renovations at another school, have contributed to a burgeoning student population. As a result, a disproportionate number of incoming students come from sources other than Assumption's officially designated feeder schools. This means that over 40% of all entrants do not benefit from the close communication and preparatory information sharing established with the feeder schools to facilitate a smooth transition from elementary to high school.

Yet from the moment these students enter Assumption College, a highly organized and dedicated team ensures that a structure is in place to meet their unique educational needs. Several initiatives designed to serve an influx of First Nations students are currently being employed, as are a myriad of intervention strategies devised to address the heavy concentration of students in applied courses. This school offers academic, applied and locally developed courses to a primarily English-speaking population. While a very small gender gap exists in favour of the boys at Assumption, the girls scored somewhat higher on recent OSSLT administrations.

At Assumption, EQAO data are used extensively as a diagnostic tool to identify areas of need and to plan strategies to improve student success. The board has helped by providing a literacy consultant to assist teachers in these measures. The Literacy Team views the EQAO Web site as an invaluable resource and encourages teachers to use its exemplars as guides for curriculum discussion and evaluation.

Dedicated to the expansion of literacy skills, the English department revamped the Grade 9 English program with a particular emphasis on engaging students in applied courses. *Literacy Power* (Nelson) is used throughout the department and *Don't Panic* supports a focus on embedding the language of the curriculum in all English classes. Sample OSSLT booklets are administered to all Grade 10 students to provide additional practice and identify students requiring assistance.

Students with Individual Education Plans are identified early and receive assistance. The special-education teacher, supported by the administration, also includes students who

Left to right: Pamela Fergus, teacher; Robert Campbell, principal; Danielle Chagnon, teacher; Darlyn Burroughs, teacher

earned less than 60% in academic and 65% in applied Grade 9 English courses, as well as others considered to be at-risk by their classroom teachers. Eighty-nine students accepted assistance this year. Close contact with parents helped to alleviate fears and encourage those students to accept the assistance. Through its excellent support and focus on providing allowable accommodations, the staff has achieved an extremely high participation rate on the provincial assessment. This year, for instance, 95% of all eligible students wrote the OSSLT.

Another successful initiative, spearheaded by the Literacy Committee, reached out to all staff members by inviting them to embed the common language of the curriculum in their daily lessons. This cross-curricular exercise challenged them to design one literacy task using the language and question format of EQAO, which they could employ in their own classrooms and share with their colleagues. The purpose

"I really think what we share is a sense of responsibility for what's good for kids."

Robert Campbell, principal

of this undertaking was to ensure that students received assignments in other subject areas that assessed the same kinds of literacy skills measured by the OSSLT. As a result, all teachers came to view themselves as teachers of English.

In a further attempt to reach students who were unlikely to complete the OSSLT successfully without intensive support, an English literacy skills program was offered to 15 students this year. A credit-bearing course, it covered all reading and writing skills included in the curriculum and reflected in the OSSLT. Two sessions of this course will be offered next year because of its benefits to student literacy.

In addition to covering the curriculum with a focus on the elements of good reading and writing, Assumption set in motion a comprehensive and highly structured Grade 10 intervention plan two and a half months prior to the OSSLT. Divided into groups of eight, the students attended four 75-minute sessions in the Personal Academic Contact Time (PACT) centre. Two teachers guided them through literacy assignments from *Don't Panic*. Allowed to take their completed books home, the students were pleased to share their successes with their parents. Then, one month before the OSSLT, the Grade 11 previously eligible students worked through the same exercises with the Student Success teacher in five 75-minute periods. The value of this comprehensive intervention was borne out by this year's EQAO results.

A strong, supportive leader with an enduring sense of commitment to excellence, Principal Robert Campbell credits this school's continued successes to the tremendous teamwork of his staff.

The students of Assumption College are indeed very fortunate.

"My staff takes ownership of student needs and administers to them collectively through exceptional programming and exemplary teaching practices."

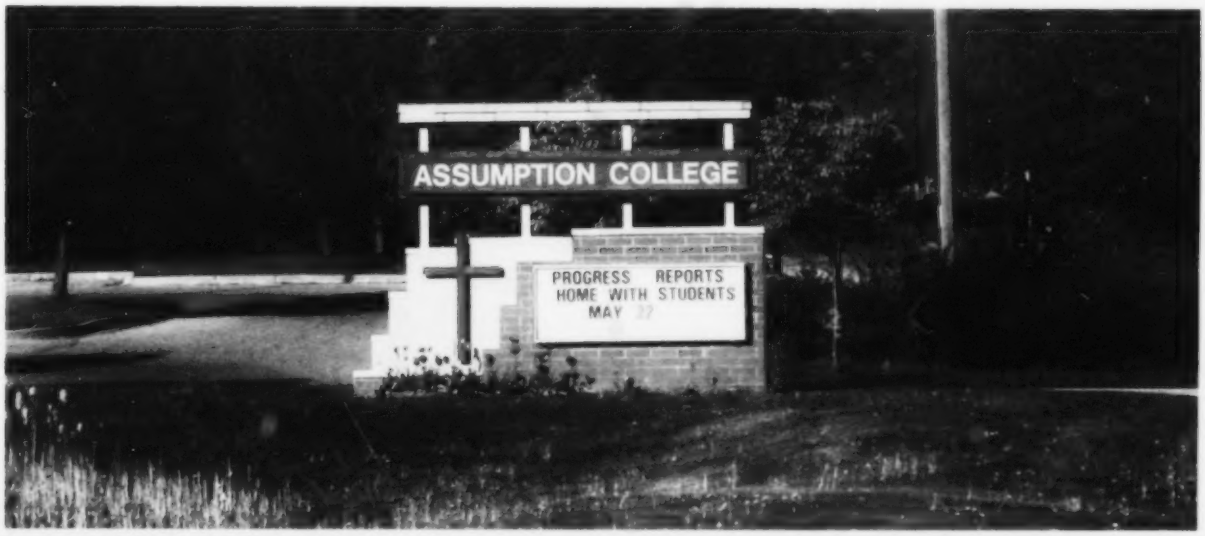
Robert Campbell

OSSLT STUDENT POPULATION

(eligible to write the test for the 1st time)

45%	Male
55%	Female
31%	Applied
67%	Academic
1%	Locally developed
1%	Other
12%	Special education needs
<1%	English language learners
2%	Speak primarily a language other than English at home*

*Based on responses to Student Questionnaire



Assumption College School in Brantford

Lake Superior High School

SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD

Student population: 164; Grades: 9–12; Principal: Sharon Mackenzie

Situated in northwestern Ontario in Terrace Bay, Lake Superior High School serves 164 students in Grades 9 through 12. The school population is mostly English-speaking, with a small proportion of Aboriginal students. Fifty percent of the students are bused and travel up to 40 minutes to and from school each day. Approximately 19% of the students have been identified as having special education needs.

The school has experienced a decline in student enrolment over the past five years. This decline is due to the economic downturn, as families have been affected by a number of forest industry and railroad layoffs and moved elsewhere to find work.

When the Literacy Team and the administration examined the 2008 OSSLT results using the Profile of Strengths and Areas for Improvement, they discovered that writing was an area of challenge, specifically the use of conventions. Still, they celebrated their EQAO results, as the school was doing well overall.

After reviewing the data with the staff in September, the Literacy Team worked with the teachers to create an awareness of how the teaching of writing conventions could be embedded throughout the curriculum. Sample materials and other resources were provided for staff to model and implement in their programs.

The Literacy Team introduced an initiative in which the teachers of all subject areas in all grades were asked to include a sight passage reflecting the OSSLT format in their final examinations. This strategy ensured that literacy would be included throughout all grades, not just Grades 9 and 10. Literacy Lead Stacey Wallwin states: "The literacy skill development we hope to achieve for all Grade 10 students, we would like to see continued for the remainder of their high-school careers." The program leaders assisted in the process by reviewing the examinations to ensure the sight passage was included and that the format modelled the OSSLT.

Sharon Mackenzie, principal

The staff was very supportive of this initiative. During staff and program meetings, teachers shared ideas and reflected on and monitored its impact. The staff discovered that by embedding literacy across the curriculum, students realized that literacy is important to all subject areas, not just English.

A strategy with a long tradition at Lake Superior that continues to be supported by the current staff is the five-day cycle for English instruction ending with "Grammar Fridays." From Monday to Wednesday, literature is the focus. On Thursday, the students focus on writing, and on Friday, the focus is grammar. This ensures that all areas of the curriculum are included throughout the year and that writing conventions are reinforced consistently. Classroom instruction on Fridays complements the literature and writing activities that take place throughout the week. It was this focus on literacy and the collaboration of staff that resulted in an increase in OSSLT success rates at Lake Superior. Principal Sharon MacKenzie states: "We have a defined literacy team, but it is all

"It is important to call parents and guardians on an ongoing basis to build that strong, trusting relationship necessary to work together as partners. When administration does call to report a student was unsuccessful, they assure parents that we are there to support the parents and their child. We are "on it" and we are taking measures to put programming in place to help their child be successful the following year."

Stacey Wallwin, Special Education/Literacy Lead

staff working together that is making the difference. Our success rates over time are reflective of this."

To support school-based strategies at Lake Superior, the board has provided funds through the Student Success initiative to expand a program of student literacy tutorials that the staff has been offering since 2002. This funding has allowed for additional tutorial sessions and enhanced student resources.

Letters are sent home to parents and guardians informing them of these tutorials, and the students are strongly encouraged to attend. Teachers involved in the initiative participate in two training sessions led by their colleagues and then work with structured content during the tutorial sessions. Identically structured sessions covering the same content are offered three times a week for four weeks, giving students multiple opportunities to participate. The tutorial times and locations are posted throughout the school. Homogeneous groups are organized as much as possible, because the teachers think the students feel more comfortable attending with others in the same level of study. Teachers facilitate sessions with the students they work with on a regular basis. Attendance is tracked, so teachers know who has missed a session. They then contact the absent students and encourage them to attend another session the same week.

The administration and staff believe that pivotal to the success of student academic achievement is the partnership between home and school. Ongoing communication is a priority. Telephone calls to parents are made regularly to celebrate their son's or daughter's successes as well as to discuss challenges. When the OSSLT results are made public, the parents or guardians of each student who was not successful are personally called.

"The success of our students is due to the team approach demonstrated by staff and parents. We are a small school where all staff actively participate in initiatives to assist our students achieve success. They demonstrate daily that literacy is cross-curricular throughout all grades from 9 to 12 and is at the forefront of all our decisions. It is not a one-day event. This philosophy is very much supported by our parents. This is a really special school. I am privileged to be here."

Sharon Mackenzie, principal

2008–2009 Lake Superior High School staff

OSSLT STUDENT POPULATION

(eligible to write the test for the 1st time)

57%	Male
43%	Female
49%	Applied
51%	Academic
0%	Locally developed
0%	Other
22%	Special education needs
0%	English language learners
0%	Speak primarily a language other than English at home*

*Based on responses to Student Questionnaire

Quinte Secondary School

HASTINGS AND PRINCE EDWARD DISTRICT SCHOOL BOARD

Student population: 850; Grades: 9–12; Principal: Lisa Vincent

Principal Lisa Vincent and the staff of Quinte Secondary School offer programs tailored to meet the needs of individual students. This full-service semestered school provides a wide range of academic, applied and locally developed courses. Although the school is in Belleville, 52% of its students are bused from rural areas. The school serves a diverse student population of 850, including Aboriginal and international students, who for the most part have English as their first language. Its commitment to providing for student success means that this inclusive school offers such programs as Practical Learning, Employment Destinations and Community Employment to the 22% of its students who have been formally identified as requiring special-education support.

"We focus on student learning, attendance, respect and how these connect with success. The Student Success Team meets once a week and talks about what type of interventions are working for students. We are always analyzing and reflecting on the next step. We are very student focused, and we aim for continuous improvement."

Lisa Vincent, principal

Doug Callaghan, vice-principal; Lisa Vincent, principal; Shelley Mackenzie-Coates, vice-principal; Annette McGuiness, teacher

Principal Vincent and her staff are united in their philosophy of keeping students motivated as they prepare for graduation.

The staff at Quinte uses a wide range of resources. Educators avail themselves of EQAO data, Ministry and board resources (such as the *Think Literacy* documents), Student Success teachers and professional development opportunities on differentiated instruction and the teaching of reading. Additionally, they carefully study the Hastings and Prince Edward District School Board's question-by-question analysis of the OSSLT. Although student results on the OSSLT have improved consistently over time, the 2008 EQAO data highlight three areas of concern: reading and making connections, both implicit and explicit; the gender gap in achievement; and the success of previously eligible and students with special education needs.

The departmental Literacy Committee analyzes OSSLT and other EQAO data. The resulting information is used to help teachers refine their instructional practices to support all students. To this end, in the fall, they use sample EQAO tests, along with Grades 8 to 9 transition information, attendance records, student profile documents and credit accumulation rates, to diagnose the remediation and support needs of Grade 10 students and those previously eligible to take the OSSLT. Students are then personally invited to attend after-school sessions and provided with specific resources. After reviewing the OSSLT results in 2008, Quinte pilot tested a boys-only Grade 9 applied English course.

"We build into our timetable specific programs to support literacy, and we do our best in terms of the personalization of timetables so that students who require that specialized support and intervention get put into a course that will focus on their literacy development."

Lisa Vincent

To ensure a whole-school approach, Quinte's Literacy Steering Committee sets the goals for improvement, while the larger Departmental Literacy Team works to embed literacy strategies specific to the various subject areas and throughout the curriculum.

Each department chooses particular tasks for focused instruction in its subject area and uses common language and assessment tools. The library resource teacher models and helps with assessment for cross-curricular lessons until the subject teachers are comfortable with teaching specific literacy skills in their field. Teachers initiate requests for professional development through the literacy committees.

At Quinte there is an emphasis on increased communication with students and parents. Principal Vincent believes that building relationships is important in keeping students engaged: "Informed joint decision making is critical. People have to know why they are doing things."

Parents of students needing extra support are contacted personally through letters and phone calls in addition to receiving general literacy announcements. Quinte has a Student Supervisor Monitor, who communicates directly with the home, engaging parents directly. As well, parents are kept well informed by four teacher reports every semester.

During the six weeks prior to the OSSLT, students work through a comprehensive package of materials addressing specific literacy tasks. Teachers give the students specific feedback on this work. Students who continue to need individual follow-up are contacted. In the week before the assessment, a mock test is administered and a final check of logistics ensures students are confident about the formal testing situation. Finally, the students meet for a pep talk and question-and-answer session. Feedback after the 2009 OSSLT showed that the students felt that their teachers had prepared them well.

That sense of preparedness and accomplishment, backed by data, is what keeps Quinte's staff brainstorming new ways to engage their students, their community and themselves. To differentiate learning they continue to develop innovative courses, such as Sports Marketing, to motivate students by appealing to their interests and giving them choice. A key strategy, personalizing the timetables of all Grade 9 students has boosted the credit success rate in both academic and applied courses.

Quinte has had great success, but the philosophy of the school is that there are always ways to improve.

"If you personalize a timetable, you can engage students, and if you engage students, you will increase their learning, which translates to increased numeracy, increased literacy and better learning for students."

Lisa Vincent

Quinte Secondary School

OSSLT STUDENT POPULATION
(eligible to write the test for the 1st time)

52%	Male
48%	Female
39%	Applied
45%	Academic
7%	Locally developed
5%	Other
20%	Special education needs
3%	English language learners
1%	Speak primarily a language other than English at home*

*Based on responses in Student Questionnaire

St. James Catholic High School

WELLINGTON CATHOLIC DISTRICT SCHOOL BOARD

Student population: 1100; Grades: 9–12; Principal: Peter Ingram

Back row: Brian Capovilla, vice-principal; Peter Ingram, principal; Terry Donaghy, vice-principal. Front row: Heather Yates, Student Success teacher; Patricia DaMaren, special-education resource teacher

St. James Catholic High School serves 1100 students from Grades 9 to 12 in the city of Guelph. Of its students, 65% come from five city feeder schools and 35% from four county feeder schools. The demographics of the school have remained constant over the past five years. Forty percent of the students are bused and travel up to 75 minutes to and from school each day. Ten percent of the student population has been identified as having special education needs.

Having examined EQAO data over time in the context of classroom and other achievement data, the staff identified the gaps in the achievement of students in applied courses and those with special education needs as the greatest area of challenge.

As part of the school improvement plan, each department developed a Specific, Measurable, Attainable, Realistic and Timely (SMART) goal with a literacy focus in each area of its curriculum. One of the strategies teachers used to support the literacy focus was to embed the OSSLT format in their classroom instruction and assessment practices.

With the support of the school administration, staff and departmental meetings were blended, allowing the staff to share its expertise, strategies and ideas.

Building upon the success of the SMART-goal strategy and its positive impact on student achievement, the team launched a new initiative in 2008–2009, the Collaborative Action Research Team (CART). Its goal was to further support the cross-curricular approach to classroom instruction by providing teachers with common resource materials to use. With release time provided, five teachers from various departments collaborated to develop a number of Grades 9 and 10 tasks for each department that directly related to curriculum expectations and that therefore reflected the skills assessed by the OSSLT. Once developed, the resources were distributed to the Grades 9 and 10 teachers to embed in

"With a varied mix of experience, age, education and subject-specific expertise, teachers were able to bring new approaches and current thinking to their discussions. This opportunity to collaborate was significant to the implementation and success of the SMART goals in each department. From an administrator's viewpoint, I want staff to know that I believe in the importance of interdepartmental sharing. This is why we have 50–60 minutes of professional development at staff meetings."

Peter Ingram, principal

"We know that the most valuable learning takes place when teachers are afforded the opportunity to collaborate and share ideas. Providing release time for our staff is an integral component of our school improvement plan and teachers appreciate the time to work together with their colleagues in other departments."

Brian Capovilla, vice-principal

their instruction to support and improve the literacy skills and confidence of their students. This in-house initiative was well received by the staff.

Principal Ingram reflects: "This was all created on site. It is better that a site create the school improvement plan. This CART is a school creation. The team is excited about the buy-in and support of staff."

With the success of St. James students on this year's OSSLT, the CART is preparing for next year. In 2009–2010, staff members will narrow their focus to better track the success of students in applied courses, students with special education needs and at-risk students in Grades 9 and 10, who will complete tasks designed specifically for this purpose.

The St. James staff believes that one of its strengths is the partnership between the school and parents. The school has an active school council. Parents are kept informed through a newsletter created and published by the council members. The school council co-chairs and the principal participate in a committee involving the two other Catholic high schools in the board, which meets three or four times a year to plan activities. This steering committee has invited and planned evenings with motivational speakers and is involved in planning a presentation for parents next year entitled "Pathways: Helping Kids Make Choices."

The special-education resource teachers take every opportunity to connect with parents, providing information for them about online learning resources, key learning activities and Web sites to assist their children. The target is students with special education needs and at-risk students, but the staff reaches out to all students who may need extra assistance. Parents are supportive of St. James and celebrate its success.

St. James Catholic High School

As well as working with parents, the St. James staff reaches out to its feeder schools, working with their teachers to assist students in making a successful transition to high school. The Student Success teacher visits feeder schools regularly. She maintains a bulletin board at each site to keep students informed of the events taking place at St. James.

St. James has also implemented a Grade 9 mentoring program in which senior students apply to staff to be role models for the students entering Grade 9. This "Cub Crew" is instrumental in making the transition to high school a more positive experience for the incoming students.

"We have put tonnes of time and energy into helping students make the transition to high school. The ongoing message from the Cub Crew to the new students is that it is important to make good choices, be the best you can be and get involved in the activities of the school. I believe that students who are happy, fit in and want to come to school will experience success."

Peter Ingram

OSSLT STUDENT POPULATION
(eligible to write the test for the 1st time)

55%	Male
45%	Female
24%	Applied
73%	Academic
<1%	Locally developed
3%	Other
17%	Special education needs
0%	English language learners
2%	Speak primarily a language other than English at home*

*Based on responses to Student Questionnaire

St. Peter's Secondary School

SIMCOE MUSKOKA CATHOLIC DISTRICT SCHOOL BOARD

Student population: 1138; Grades: 9–12; Principal: Robert Bolton; Vice-Principals: Brad Shoreman, Annalisa Varano

St. Peter's Secondary School in Barrie serves a geographical region with boundaries that extend to include the town of Innisfil. Many of the 1138 students in Grades 9–12 in this stable primarily-English-speaking commuter community are bused to school. The gender split is even, and the number of students requiring special-education services is consistent with the provincial average.

The great things that are happening at St. Peter's are evidenced by the impressive performances of its students on recent OSSLT administrations. While a myriad of factors have contributed, the tremendous focus on individual student needs has united the staff in its resolve to create a safe and supportive learning environment in which these needs can be met.

While improving literacy skills has long been a major focus at this school, the Literacy Committee is now venturing beyond the English and special-education classrooms and expanding the scope of literacy to include all subjects. A simultaneous infusion of human resources from the board has done much to promote staff acceptance of this new direction. When the board assigned a full-time literacy consultant to St. Peter's for one year, teachers quickly embraced the opportunity for in-house professional development.

Brad Shoreman, vice-principal; Robert Bolton, principal; Annalisa Varano, vice-principal

For the past two years, two highly trained consultants have shared their time and expertise helping teachers to analyze, interpret and employ EQAO data to enhance their own performances as well as those of their students. Having viewed the data, teachers now understand that they have a responsibility to act on it. Teachers use EQAO data frequently in conjunction with other student success results and credit accumulation data when goals related to curriculum are set. Certainly, the decision to establish a school-wide concentration on writing skills this year was data-driven as are most decisions about school improvement. Next year St. Peter's will deepen ties with its feeder schools through Power Writing, meetings and more diagnostic information sharing; increase contact with parents of at-risk students; and work with the feeder schools to enlarge the board's capacity for after-school literacy assistance.

Sharing a passionate belief that all children, given appropriate support, can be successful, the administrative staff worked closely with the special-education teachers to track students who were absent, deferred or exempted from past OSSLT administrations. Then countless hours were spent conducting personal interviews to determine whether accommodations were wanted or required and to ensure that supports were available and accessible. In addition, every effort was made to inform, reassure, prepare and support these participants in a personal, respectful and timely manner.

Then the special-education teachers requested that classroom teachers observe their Grade 10 students closely and submit the names of any other students who may require additional support. Twenty more at-risk candidates were identified this way. Constant communication

"We identify issues and create a plan of intervention to tackle them. We are doing whatever the kids need when they need it."

Robert Bolton, principal

with parents was an integral component of the exhaustive but rewarding efforts to support students. That the number of students completing the OSSLT successfully increased so significantly by the end of this year attests to the thoroughness of the special-education teachers in reaching out to students and to the excellence of their intervention strategies.

Another school-wide initiative was prompted by the desire to create a positive school community. Because students learn more easily when they feel safe, a committee was formed to establish an anti-bullying program. Implemented under the direction of a guidance counsellor trained in restorative justice, it is a complement to traditional school discipline. With a focus on team building through discussion circles and visual cues on T-shirts, it has been highly successful in improving classroom and schoolyard behaviour and in providing a positive alternative in situations that would otherwise result in suspension.

The administration's efforts to empower teachers have strengthened staff commitment to school-wide literacy. Although, after three years of team building, cross-curricular literacy is still in the developmental stages, the resource document *Don't Panic* serves to foster accountability. Further, teachers in all subject areas are required to designate one class per week to lead their students through a series of sample EQAO reading and writing tasks. The students thereby gain knowledge of the EQAO question formats, the common language of the curriculum and the elements of good reading and writing practices. On completion of the exercises, the Student Success teacher and the classroom teacher meet to discuss the data from the sample work and make plans for future action to ensure the success of the students at St. Peter's.

OSSLT STUDENT POPULATION
(eligible to write the test for the 1st time)

48%	Male
52%	Female
23%	Applied
74%	Academic
2%	Locally developed
1%	Other
16%	Special education needs
<1%	English language learners
3%	Speak primarily a language other than English at home*

*Based on responses to Student Questionnaire

St. Peter's Secondary School

Timmins High and Vocational School

DISTRICT SCHOOL BOARD ONTARIO NORTH EAST

Student population: 900; Grades: 9–12; Principal: John Sullivan

Timmins High and Vocational School

With 900 students, Timmins High and Vocational School (TH&VS) is the largest English-language school in the District School Board Ontario North East. This diverse composite semestered school offers the full range of technical, academic and applied courses, as well as advanced placement, enrichment, French Immersion and locally developed programs in Grades 9 to 12. A large portion of the student population is bilingual, with either a French or Oji-Cree background. While most students live locally, some 40% are bused from rural areas. Because of the fluctuating local industrial economy, family transience is common, and absenteeism is often an issue. Ten percent of the school's students have been formally identified as having special education needs, while another 10% have Individual Education Plans. TH&VS faces many challenges. Providing for the success of all students is the number one priority. It is addressed by the school's focused assessment and teaching strategies.

To ensure student success, the school is data-driven. EQAO results are reviewed by the administration and the Literacy Committee. Diagnostic tests are given to all Grade 9 students to help with proper placement, and students are closely tracked. Teachers are proactive about looking at data. Statistics are central to every department and staff meeting. The numbers affect the school's decision making by showing patterns relating to students and instruction. Statistics are used in planning the timetable, the types of courses offered and even how many students should be in certain classes. The data help the school focus its energies.

"We went from almost zero data analyses to data being a regular part of our work day. Data is a starting point for most of our professional discussions in the school."

John Sullivan, principal

This journey to student success began some three years ago with Principal John Sullivan and Vice-Principal Paul Langis reading about successful schools on the EQAO Web site. Shortly after, they introduced a Literacy Committee, a mock test and, most importantly, a school-wide approach to teaching literacy. Staff members refined their strategies, consistently becoming more data oriented and specific about teaching literacy. They used materials provided by EQAO, created their own subject-specific tasks to embed literacy skills across the curriculum and addressed individual areas of need for their students.

"People need to get away from the idea that these tests are remote from the curriculum, be at ease with preparing students specifically and accept the fact the OSSLT is a sound educational tool that gives a good indication of students' literacy skills."

John Sullivan

Improving literacy skills in all areas is a constant school goal. Principal Sullivan credits the school board with providing staff training, support to attend EQAO presentations and time for staff to engage in professional learning communities. Time for each subject area to develop specific mini literacy lessons delivered throughout the year in both Grades 9 and 10 has been critical. In addition, teachers work closely with the special education department to integrate a host of strategies for at-risk students. Principal Sullivan notes that he has a keen staff that is able to pick up on things quickly. Every teacher sees literacy as his or her responsibility.

As well as embedding literacy across the curriculum, TH&VS makes use of the board-sponsored A-Plus database, which provides the Grade 6 EQAO results of incoming students as well as their intermediate-grade marks. A cross-panel transition team identifies at-risk Grade 8 students, who are referred to guidance or the School Support Team. From there, individual student achievement information is placed on a data wall. Each Grade 9 and 10 student is tracked and colour coded according to the number of credits he or she is in danger of losing. This visual display of data is complemented by an electronic list of Grades 11 and 12 students at risk of not graduating. Currently, there are few students in Grades 9 and 10 who appear to be at risk.

OSSLT STUDENT POPULATION
(eligible to write the test for the 1st time)

57%	Male
43%	Female
48%	Applied
44%	Academic
2%	Locally developed
5%	Other
9%	Special education needs
0%	English language learners
2%	Speak primarily a language other than English at home*

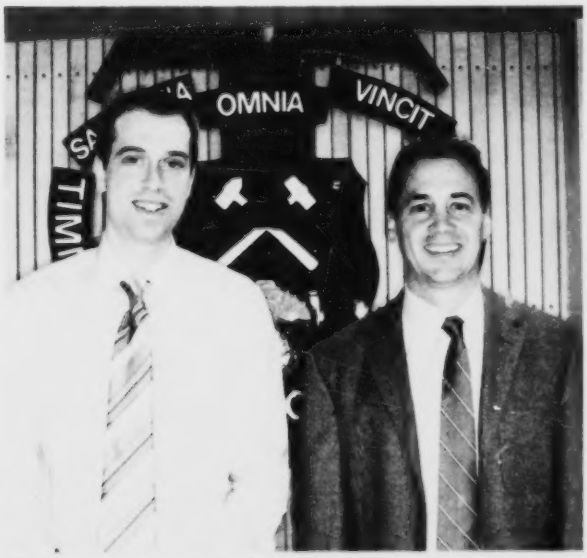
*Based on responses to Student Questionnaire

Communicating the importance of the OSSLT to parents is an ongoing challenge because of the great distances often involved. To address this difficulty, information is made readily available through newsletters and the school Web site. In addition, the principal and staff personally and directly engage students about the OSSLT, their academic future and the importance of literacy skills in their lives. It all seems to work.

Through proper placement, constant monitoring, individualized help and a focused approach, the staff at TH&VS has had great success delivering the curriculum and ensuring student credit accumulation and, therefore, positive graduation outcomes. How do they do it? Principal Sullivan sums it up nicely:

"We start with: Where do we stand? What have we done? What are the factors? Then, looking at the information and taking everything into consideration, we work on what we have to do next."

John Sullivan



Paul Langis, vice-principal; John Sullivan, principal

Appendices

The EQAO Assessment Process

About the Ontario Secondary School Literacy Test

The Ontario Secondary School Literacy Test (OSSLT) is developed and administered by EQAO. The test assesses the cross-curricular reading and writing skills students are expected to have learned by the end of Grade 9, as outlined in *The Ontario Curriculum*.

Students across Ontario wrote the OSSLT on April 2, 2009. The test was administered in two 75-minute sessions.

Students must be successful on the OSSLT, or complete the Ontario Secondary School Literacy Course, to graduate with their Ontario Secondary School Diploma. Students who were not successful have the option of retaking the test during the next administration.

Unsuccessful students receive information about the areas that need improvement.

EQAO consults with educators from across the province and with internationally recognized experts in large-scale assessment on all aspects of the test: design, development, bias reviews, field testing, administration, scoring and reporting.

Design and Development

EQAO consults with educators from across the province and with internationally recognized experts in large-scale assessment on all aspects of the test: design, development, bias reviews, field testing, administration, scoring and reporting.

Parallel English- and French-language versions of the OSSLT are developed. Although the questions are different, both versions have the same number and kinds of reading and writing tasks but reflect variations in the curricula.

The standard for the OSSLT describes a minimum acceptable level of student achievement. It describes student performance in literacy that meets or exceeds the minimum criteria (successful) or does not meet the minimum criteria (not successful).

Although each year's test is made up of a new set of questions, the literacy standard remains the same.

Consistency and Fairness

Each year, schools are sent English-language or French-language administration and accommodation guides. These guides provide instructions to ensure that consistent administrative and accommodation procedures are followed. These procedures adhere to the *Principles for Fair Student Assessment Practices for Education in Canada* (1993).

EQAO has specific procedures in place to ensure that testing is consistent and fair for all students. Students must write the test independently in a quiet environment, supervised by teachers. Instructions are provided to ensure that a common message is given to all students in the province. Students work on one booklet at a time in a predetermined order and the booklets are collected as they are completed.

Students with special education needs are provided with accommodations according to the Ministry of Education's Policy/Program Memorandum No. 127. English language learners are provided with special provisions described in EQAO's *Guide for Accommodations, Special Provisions, Deferrals and Exemptions*.

Quality Assurance

During the administration of the OSSLT, quality assurance monitors visit publicly funded English-language Catholic and non-denominational schools as well as private schools across the province selected at random. Monitors examine security procedures for the test materials before, during and after the test and determine whether the test is administered consistently with the EQAO instructions.

For the April 2009 literacy test, monitors reported that schools maintained tight security. Test materials were stored in secure locations, such as the school vault or the principal's office, and individual student test materials were kept unopened before the start of the test.

Scoring

EQAO has rigorous scoring procedures to ensure the reliability of test results. Before the literacy test is scored, all student papers are scrambled so that they can be distributed randomly to scorers. All student booklets go through "blind scoring," with no information on the student work that might identify a student, a school or a school board. EQAO's scoring process includes scorer training, double-scoring and ongoing monitoring for validity and reliability. Double-scoring involves two trained scorers independently scoring every open-response item in each student's test booklet. In cases where two scores differ, the item is scored again by a third scorer to confirm the score. EQAO scoring procedures are designed to ensure accurate and fair results for all students.

EQAO has rigorous scoring procedures to ensure the reliability of test results.

Given the EQAO scoring process, parents and students can be assured that the result obtained is a reliable indication of the students' work and has been scored against the same standard, which has been consistently applied across the province.

About the Education Quality and Accountability Office

The Education Quality and Accountability Office (EQAO) is a catalyst for increasing the success of Ontario students by measuring their achievement of reading, writing and mathematics curriculum expectations. As an arm's-length provincial agency, EQAO plays a pivotal role by conducting province-wide tests at key points in every student's primary, junior and secondary education and reporting the results. This objective and reliable evidence adds to the current knowledge about student learning and is an important tool for improvement at the individual, school, school board and provincial levels.

Schools and school boards create their own reports of EQAO data for distribution to parents and others in their communities. EQAO posts school, school board and provincial results on its Web site (www.eqao.com).

Mandate

EQAO is dedicated to working with the education community and to enhancing the quality and accountability of the education system in Ontario. This is achieved through student assessments that produce objective, reliable and relevant information, and through the timely public release of this information along with recommendations for system improvement.

Explanation of Terms

First-Time Eligible Students

First-time eligible students typically entered Grade 9 during the 2007–2008 school year. These students (and any others who were placed in this cohort) were required to write the Ontario Secondary School Literacy Test (OSSLT) for the first time in April 2009. "First-time eligible" includes all students in the first-time eligible cohort who are working toward an Ontario Secondary School Diploma (OSSD).

Previously Eligible Students

Previously eligible includes all students who were absent, deferred or not successful during a previous administration, and who are working toward an OSSD.

All Students

This method of reporting provides percentages based on all students in the cohort who are working toward an OSSD. The only students excluded are those who are not working toward an OSSD (exempted students).

Fully Participating Students

This method of reporting provides percentages based on students for whom there is work for both sessions of the administration of the OSSLT and who were assigned an achievement result (successful, not successful). Students who are not working toward an OSSD, those who were absent and those who were deferred are excluded.

Successful

Students who fully participated in the OSSLT and received a score that met the expected standard.

Not Successful

Students who fully participated in the OSSLT and received a score that did not meet the expected standard.

Absent

Students are deemed to be absent if there is no work for one or both sessions of the administration.

Deferred

Students' participation in the OSSLT can be deferred under several circumstances, as outlined in EQAO's *Guide for Accommodations, Special Provisions, Deferrals and Exemptions*. A student is categorized as deferred only if the school indicates a deferral. If a student completed any portion of the OSSLT, he or she is not categorized as deferred.

OSSLC

Students are placed in this category of reporting if the school indicated that the students would be fulfilling the literacy requirement through the Ontario Secondary School Literacy Course (OSSLC). For details about the OSSLC, see the Ministry of Education Web site (www.edu.gov.on.ca). If a student completed any portion of the OSSLT, he or she is not categorized as OSSLC.

Exempted

Students can be exempted from the OSSLT only if they are not working toward an OSSD. A student is categorized as exempted only if the school indicates that the student is exempted. If a student completed any portion of the OSSLT, he or she is not categorized as exempted.

English Language Learners

These are students who have been identified by the school in accordance with *English Language Learners: ESL and ELD Programs and Services: Policies and Procedures for Ontario Elementary and Secondary Schools, Kindergarten to Grade 12* (2007). English language learners were formerly called English as a second language (ESL)/English literacy development (ELD) learners.

English Language Learners Receiving Special Provisions

These are English language learners identified by the school as receiving special provisions. Detailed information about special provisions is available in EQAO's *Guide for Accommodations, Special Provisions, Deferrals and Exemptions*.

Students with Special Education Needs (Excluding Gifted)

These are students who have an Individual Education Plan (IEP). These students may or may not have been formally identified by an Identification, Placement and Review Committee (IPRC). Students identified as gifted are not included.

Students with Special Education Needs (Excluding Gifted) Receiving Accommodations

These are students with special education needs identified by the school as receiving accommodations. Students identified as gifted are not included. Detailed information about accommodations is available in the Ministry of Education Policy/Program Memorandum No. 127 and in EQAO's *Guide for Accommodations, Special Provisions, Deferrals and Exemptions*.

N/R

"Not reported" indicates that the number of fully participating students is so small that identification of individual student results might be possible; therefore results are not reported.

N/D

"No data available" is used to indicate that there were no students in the group or year specified.

Board Results

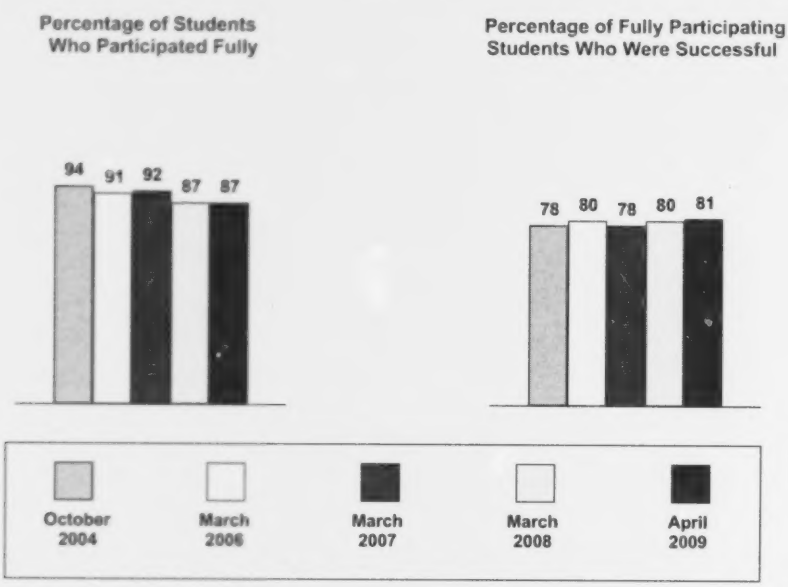
Board Name: Algoma DSB

DEMOGRAPHIC INFORMATION	First-Time Eligible Students 1 073	Previously Eligible Students 473
Students who participated fully	87%	41%
Fully participating students who were successful in completing the OSSLT*	81%	56%
English language learners	<1%	<1%
English language learners receiving special provisions*	0%	1%
Students with special needs (excluding gifted)	15%	26%
Students with special needs receiving accommodations (excluding gifted)*	12%	29%
Speak another language (or other languages) as often as English at home	6%	7%
Speak only or mostly a language (or languages) other than English at home	1%	4%

Number of schools administering the OSSLT	*12*	*13*

* Percentages are based on the number of students who participated fully.

FIRST-TIME ELIGIBLE STUDENTS: RESULTS OVER TIME†



	October 2004	March 2006	March 2007	March 2008	April 2009
Number of students who participated fully	*1 127*	*1 008*	*982*	*898*	*929*
Number of students who were successful	*876*	*804*	*765*	*720*	*748*

† Results over time are not provided at the board level for previously eligible students, as the results are not comparable; the demographic nature of the previously eligible student population varies from year to year (e.g., proportions of English language learners and students with special needs, number of times the students have attempted the test).

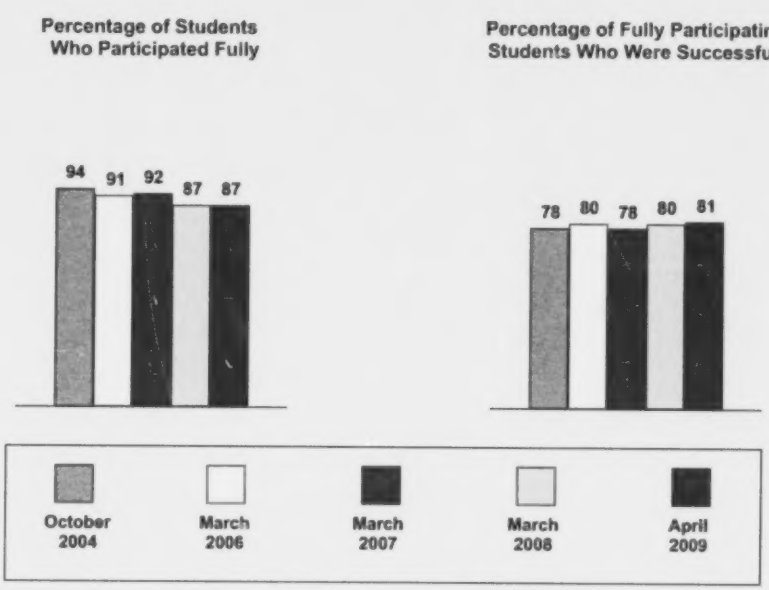
Board Name: Algoma DSB

DEMOGRAPHIC INFORMATION	First-Time Eligible Students *1 073*	Previously Eligible Students *473*
Students who participated fully	87%	41%
Fully participating students who were successful in completing the OSSLT*	81%	56%
English language learners	<1%	<1%
English language learners receiving special provisions*	0%	1%
Students with special needs (excluding gifted)	15%	26%
Students with special needs receiving accommodations (excluding gifted)*	12%	29%
Speak another language (or other languages) as often as English at home	6%	7%
Speak only or mostly a language (or languages) other than English at home	1%	4%

Number of schools administering the OSSLT	*12*	*13*

* Percentages are based on the number of students who participated fully.

FIRST-TIME ELIGIBLE STUDENTS: RESULTS OVER TIME†



	October 2004	March 2006	March 2007	March 2008	April 2009
Number of students who participated fully	*1 127*	*1 008*	*982*	*898*	*929*
Number of students who were successful	*876*	*804*	*765*	*720*	*748*

† Results over time are not provided at the board level for previously eligible students, as the results are not comparable; the demographic nature of the previously eligible student population varies from year to year (e.g., proportions of English language learners and students with special needs, number of times the students have attempted the test).

Board Name: Algonquin and Lakeshore Catholic DSB

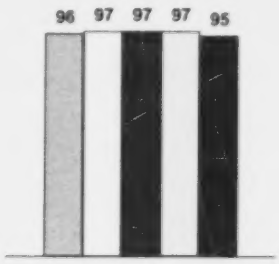
DEMOGRAPHIC INFORMATION	First-Time Eligible Students 983	Previously Eligible Students 187
Students who participated fully	95%	52%
Fully participating students who were successful in completing the OSSLT*	92%	69%
English language learners	<1%	15%
English language learners receiving special provisions*	<1%	18%
Students with special needs (excluding gifted)	16%	43%
Students with special needs receiving accommodations (excluding gifted)*	14%	33%
Speak another language (or other languages) as often as English at home	6%	12%
Speak only or mostly a language (or languages) other than English at home	1%	14%

Number of schools administering the OSSLT	5	5

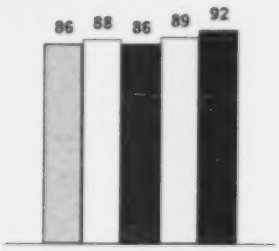
* Percentages are based on the number of students who participated fully.

FIRST-TIME ELIGIBLE STUDENTS: RESULTS OVER TIME†

Percentage of Students Who Participated Fully



Percentage of Fully Participating Students Who Were Successful



	October 2004	March 2006	March 2007	March 2008	April 2009
Number of students who participated fully	1 090	974	954	1 054	933
Number of students who were successful	938	859	823	941	857

† Results over time are not provided at the board level for previously eligible students, as the results are not comparable; the demographic nature of the previously eligible student population varies from year to year (e.g., proportions of English language learners and students with special needs, number of times the students have attempted the test).

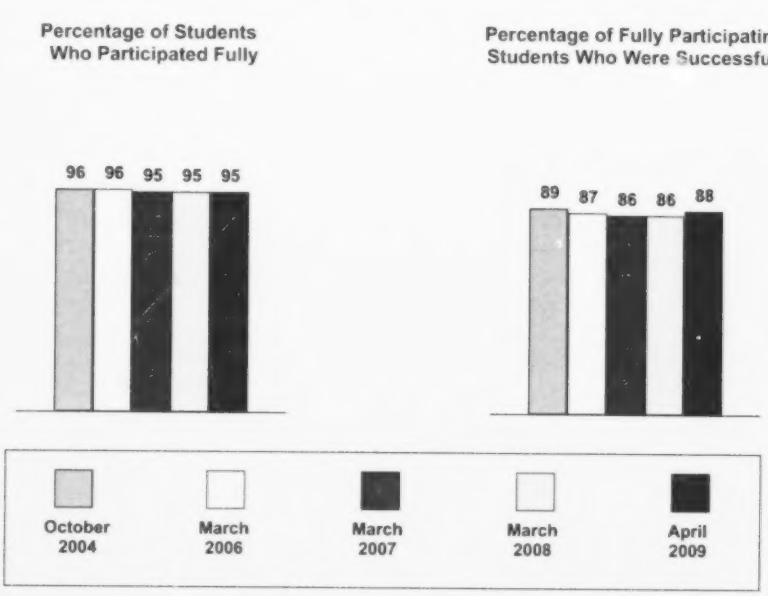
Board Name: Avon Maitland DSB

DEMOGRAPHIC INFORMATION	First-Time Eligible Students *1 452*	Previously Eligible Students *469*
Students who participated fully	95%	42%
Fully participating students who were successful in completing the OSSLT*	88%	59%
English language learners	2%	3%
English language learners receiving special provisions*	0%	1%
Students with special needs (excluding gifted)	16%	46%
Students with special needs receiving accommodations (excluding gifted)*	14%	37%
Speak another language (or other languages) as often as English at home	3%	7%
Speak only or mostly a language (or languages) other than English at home	1%	2%

Number of schools administering the OSSLT	*9*	*9*

* Percentages are based on the number of students who participated fully.

FIRST-TIME ELIGIBLE STUDENTS: RESULTS OVER TIME†



	October 2004	March 2006	March 2007	March 2008	April 2009
Number of students who participated fully	*1 486*	*1 455*	*1 428*	*1 433*	*1 384*
Number of students who were successful	*1 318*	*1 268*	*1 226*	*1 235*	*1 216*

† Results over time are not provided at the board level for previously eligible students, as the results are not comparable; the demographic nature of the previously eligible student population varies from year to year (e.g., proportions of English language learners and students with special needs, number of times the students have attempted the test).

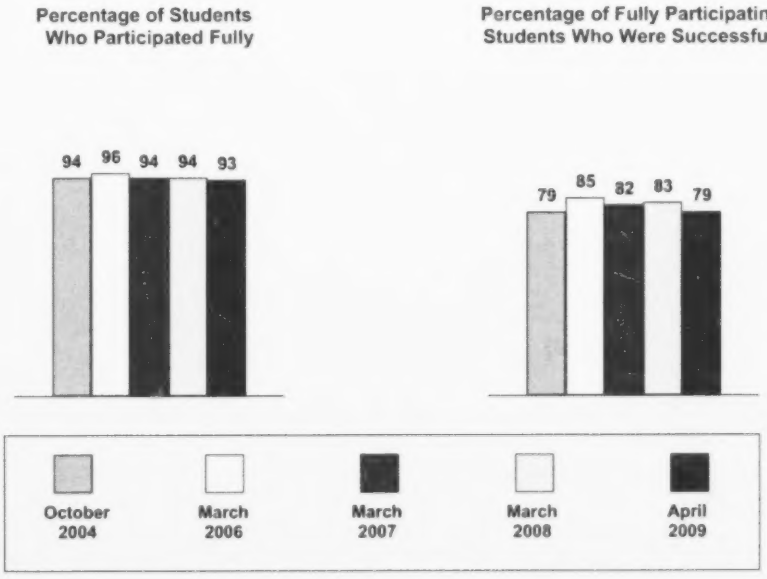
Board Name: Bluewater DSB

DEMOGRAPHIC INFORMATION	First-Time Eligible Students *1 519*	Previously Eligible Students *542*
Students who participated fully	93%	59%
Fully participating students who were successful in completing the OSSLT*	79%	54%
English language learners	<1%	<1%
English language learners receiving special provisions*	<1%	1%
Students with special needs (excluding gifted)	21%	49%
Students with special needs receiving accommodations (excluding gifted)*	18%	45%
Speak another language (or other languages) as often as English at home	4%	4%
Speak only or mostly a language (or languages) other than English at home	1%	1%

Number of schools administering the OSSLT	*11*	*11*

* Percentages are based on the number of students who participated fully.

FIRST-TIME ELIGIBLE STUDENTS: RESULTS OVER TIME†



	October 2004	March 2006	March 2007	March 2008	April 2009
Number of students who participated fully	*1 661*	*1 670*	*1 608*	*1 567*	*1 415*
Number of students who were successful	*1 319*	*1 420*	*1 312*	*1 293*	*1 123*

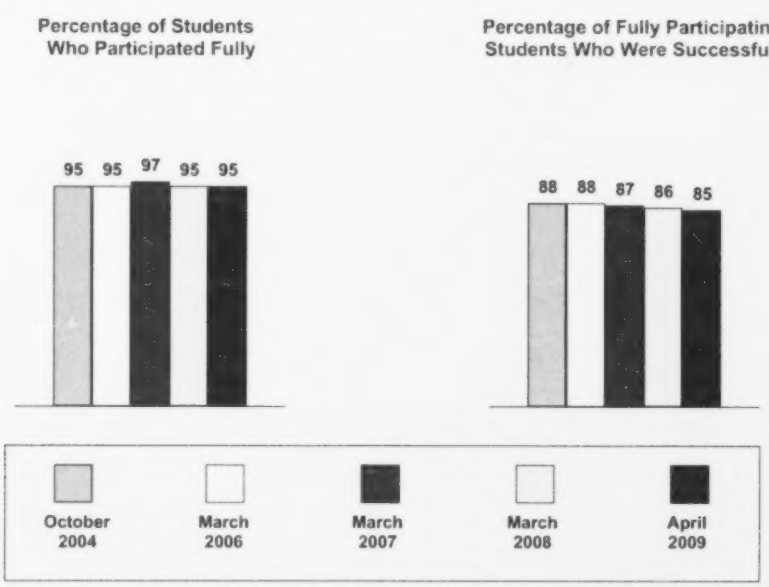
† Results over time are not provided at the board level for previously eligible students, as the results are not comparable; the demographic nature of the previously eligible student population varies from year to year (e.g., proportions of English language learners and students with special needs, number of times the students have attempted the test).

Board Name: Brant Haldimand Norfolk Catholic DSB

DEMOGRAPHIC INFORMATION	First-Time Eligible Students 958	Previously Eligible Students 180
Students who participated fully	95%	71%
Fully participating students who were successful in completing the OSSLT*	85%	61%
English language learners	<1%	0%
English language learners receiving special provisions*	0%	0%
Students with special needs (excluding gifted)	10%	29%
Students with special needs receiving accommodations (excluding gifted)*	7%	18%
Speak another language (or other languages) as often as English at home	8%	8%
Speak only or mostly a language (or languages) other than English at home	2%	8%
Number of schools administering the OSSLT	3	3

* Percentages are based on the number of students who participated fully.

FIRST-TIME ELIGIBLE STUDENTS: RESULTS OVER TIME†



	October 2004	March 2006	March 2007	March 2008	April 2009
Number of students who participated fully	814	854	852	882	914
Number of students who were successful	714	749	745	758	780

† Results over time are not provided at the board level for previously eligible students, as the results are not comparable; the demographic nature of the previously eligible student population varies from year to year (e.g., proportions of English language learners and students with special needs, number of times the students have attempted the test).

Board Name: Bruce-Grey Catholic DSB

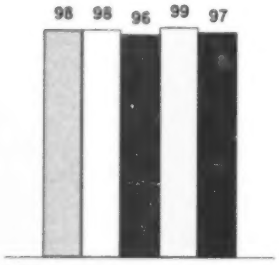
DEMOGRAPHIC INFORMATION	First-Time Eligible Students 300	Previously Eligible Students 64
Students who participated fully	97%	81%
Fully participating students who were successful in completing the OSSLT*	90%	58%
English language learners	0%	2%
English language learners receiving special provisions*	0%	0%
Students with special needs (excluding gifted)	16%	50%
Students with special needs receiving accommodations (excluding gifted)*	14%	42%
Speak another language (or other languages) as often as English at home	4%	2%
Speak only or mostly a language (or languages) other than English at home	1%	2%

Number of schools administering the OSSLT	*2*	*2*

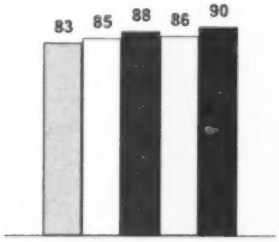
* Percentages are based on the number of students who participated fully.

FIRST-TIME ELIGIBLE STUDENTS: RESULTS OVER TIME†

Percentage of Students Who Participated Fully



Percentage of Fully Participating Students Who Were Successful



	October 2004	March 2006	March 2007	March 2008	April 2009
Number of students who participated fully	*307*	*309*	*277*	*314*	*290*
Number of students who were successful	*255*	*264*	*245*	*270*	*261*

† Results over time are not provided at the board level for previously eligible students, as the results are not comparable; the demographic nature of the previously eligible student population varies from year to year (e.g., proportions of English language learners and students with special needs, number of times the students have attempted the test).

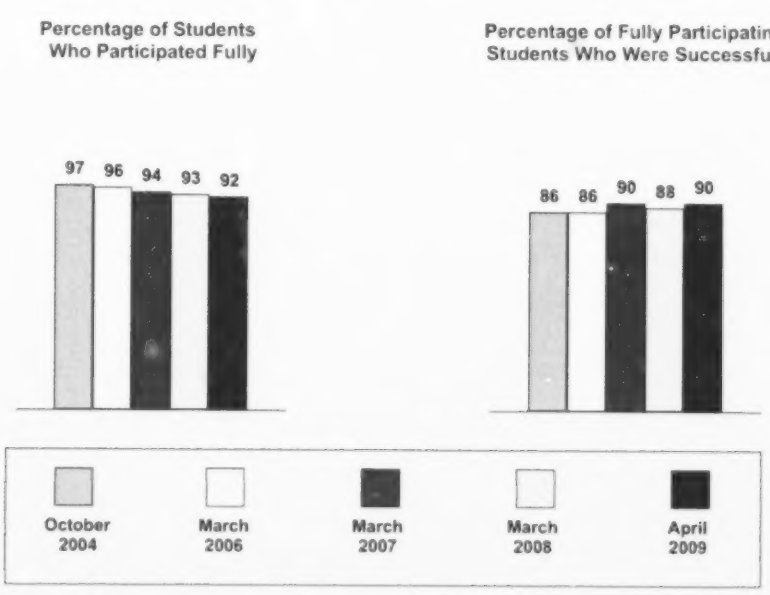
Board Name: Catholic DSB of Eastern Ontario

DEMOGRAPHIC INFORMATION	First-Time Eligible Students 1 048	Previously Eligible Students 255
Students who participated fully	92%	60%
Fully participating students who were successful in completing the OSSLT*	90%	69%
English language learners	<1%	<1%
English language learners receiving special provisions*	0%	1%
Students with special needs (excluding gifted)	27%	66%
Students with special needs receiving accommodations (excluding gifted)*	21%	58%
Speak another language (or other languages) as often as English at home	7%	10%
Speak only or mostly a language (or languages) other than English at home	1%	1%

Number of schools administering the OSSLT	9	10

* Percentages are based on the number of students who participated fully.

FIRST-TIME ELIGIBLE STUDENTS: RESULTS OVER TIME†



	October 2004	March 2006	March 2007	March 2008	April 2009
Number of students who participated fully	994	988	924	1 041	960
Number of students who were successful	854	851	827	916	867

† Results over time are not provided at the board level for previously eligible students, as the results are not comparable; the demographic nature of the previously eligible student population varies from year to year (e.g., proportions of English language learners and students with special needs, number of times the students have attempted the test).

Board Name: DSB of Niagara

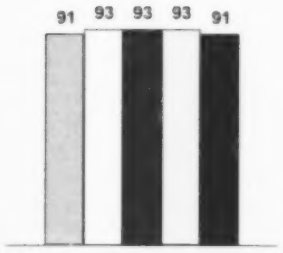
DEMOGRAPHIC INFORMATION	First-Time Eligible Students 3 153	Previously Eligible Students 1 356
Students who participated fully	91%	46%
Fully participating students who were successful in completing the OSSLT*	83%	50%
English language learners	3%	6%
English language learners receiving special provisions*	2%	7%
Students with special needs (excluding gifted)	14%	32%
Students with special needs receiving accommodations (excluding gifted)*	9%	23%
Speak another language (or other languages) as often as English at home	7%	11%
Speak only or mostly a language (or languages) other than English at home	2%	5%

Number of schools administering the OSSLT	*23*	*23*

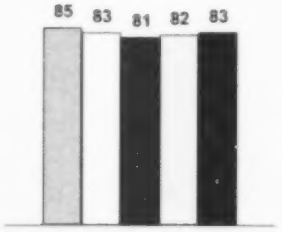
* Percentages are based on the number of students who participated fully.

FIRST-TIME ELIGIBLE STUDENTS: RESULTS OVER TIME†

Percentage of Students Who Participated Fully



Percentage of Fully Participating Students Who Were Successful



	October 2004	March 2006	March 2007	March 2008	April 2009
Number of students who participated fully	*3 170*	*3 257*	*3 284*	*2 964*	*2 875*
Number of students who were successful	*2 699*	*2 693*	*2 676*	*2 443*	*2 384*

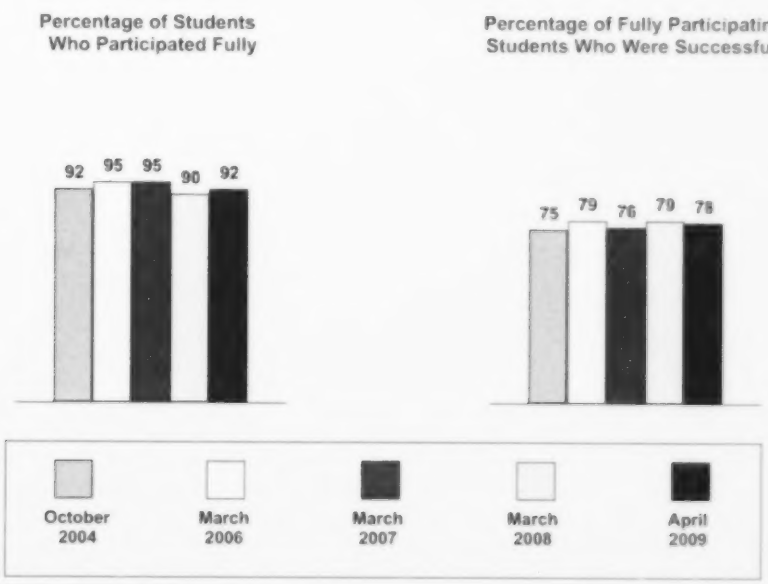
† Results over time are not provided at the board level for previously eligible students, as the results are not comparable; the demographic nature of the previously eligible student population varies from year to year (e.g., proportions of English language learners and students with special needs, number of times the students have attempted the test).

Board Name: DSB Ontario North East

DEMOGRAPHIC INFORMATION	First-Time Eligible Students 779	Previously Eligible Students 380
Students who participated fully	92%	56%
Fully participating students who were successful in completing the OSSLT*	78%	54%
English language learners	<1%	0%
English language learners receiving special provisions*	<1%	0%
Students with special needs (excluding gifted)	16%	34%
Students with special needs receiving accommodations (excluding gifted)*	14%	34%
Speak another language (or other languages) as often as English at home	11%	10%
Speak only or mostly a language (or languages) other than English at home	2%	4%
Number of schools administering the OSSLT	11	11

* Percentages are based on the number of students who participated fully.

FIRST-TIME ELIGIBLE STUDENTS: RESULTS OVER TIME†



	October 2004	March 2006	March 2007	March 2008	April 2009
Number of students who participated fully	876	827	757	732	715
Number of students who were successful	655	657	573	578	555

† Results over time are not provided at the board level for previously eligible students, as the results are not comparable; the demographic nature of the previously eligible student population varies from year to year (e.g., proportions of English language learners and students with special needs, number of times the students have attempted the test).

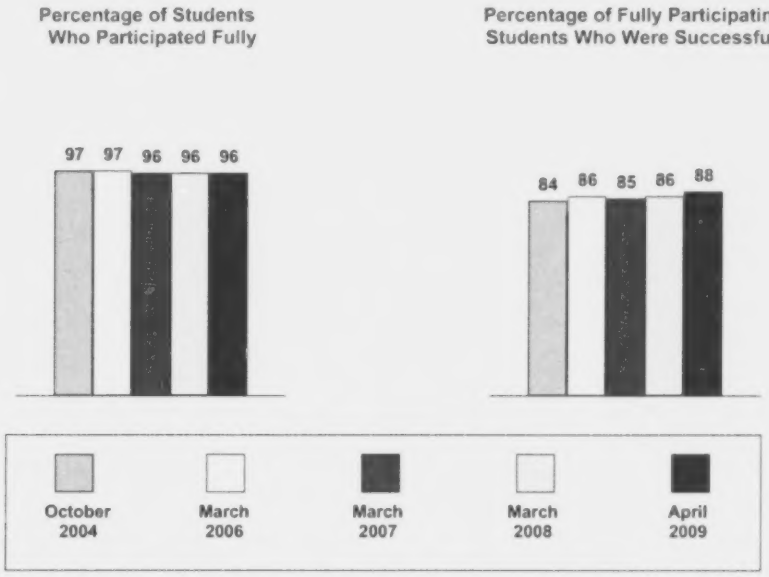
Board Name: Dufferin Peel Catholic DSB

DEMOGRAPHIC INFORMATION	First-Time Eligible Students 7 902	Previously Eligible Students 2 243
Students who participated fully	96%	58%
Fully participating students who were successful in completing the OSSLT*	88%	58%
English language learners	7%	20%
English language learners receiving special provisions*	4%	18%
Students with special needs (excluding gifted)	12%	32%
Students with special needs receiving accommodations (excluding gifted)*	10%	23%
Speak another language (or other languages) as often as English at home	25%	29%
Speak only or mostly a language (or languages) other than English at home	9%	17%

Number of schools administering the OSSLT	*26*	*26*

* Percentages are based on the number of students who participated fully.

FIRST-TIME ELIGIBLE STUDENTS: RESULTS OVER TIME†



	October 2004	March 2006	March 2007	March 2008	April 2009
Number of students who participated fully	*6 886*	*7 499*	*7 447*	*7 226*	*7 597*
Number of students who were successful	*5 797*	*6 446*	*6 350*	*6 201*	*6 662*

† Results over time are not provided at the board level for previously eligible students, as the results are not comparable; the demographic nature of the previously eligible student population varies from year to year (e.g., proportions of English language learners and students with special needs, number of times the students have attempted the test).

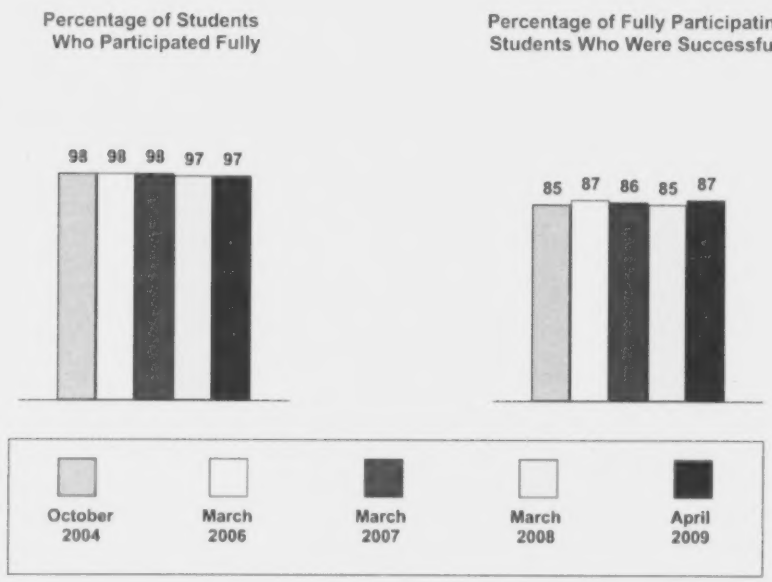
Board Name: Durham Catholic DSB

DEMOGRAPHIC INFORMATION	First-Time Eligible Students 2 113	Previously Eligible Students 466
Students who participated fully	97%	68%
Fully participating students who were successful in completing the OSSLT*	87%	57%
English language learners	3%	4%
English language learners receiving special provisions*	1%	1%
Students with special needs (excluding gifted)	12%	39%
Students with special needs receiving accommodations (excluding gifted)*	8%	29%
Speak another language (or other languages) as often as English at home	11%	14%
Speak only or mostly a language (or languages) other than English at home	2%	3%

Number of schools administering the OSSLT	8	9

* Percentages are based on the number of students who participated fully.

FIRST-TIME ELIGIBLE STUDENTS: RESULTS OVER TIME†



	October 2004	March 2006	March 2007	March 2008	April 2009
Number of students who participated fully	2 090	2 180	2 116	2 144	2 048
Number of students who were successful	1 767	1 892	1 814	1 833	1 782

† Results over time are not provided at the board level for previously eligible students, as the results are not comparable; the demographic nature of the previously eligible student population varies from year to year (e.g., proportions of English language learners and students with special needs, number of times the students have attempted the test).

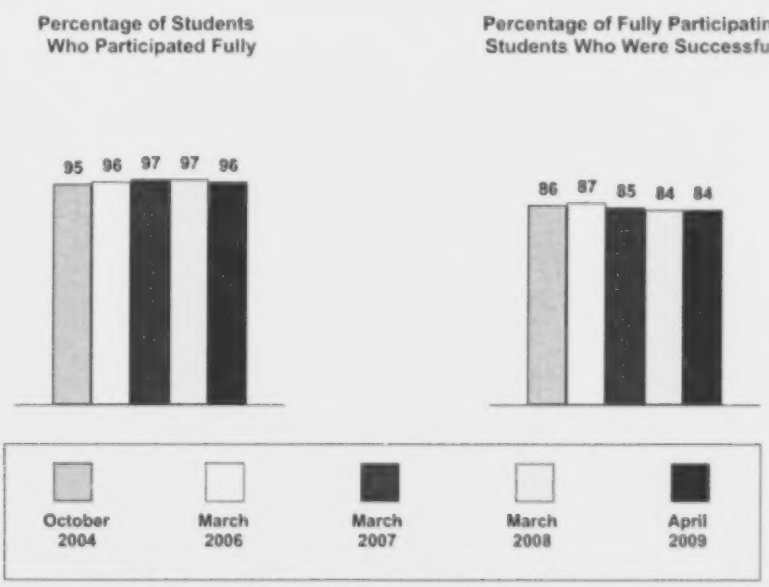
Board Name: Durham DSB

DEMOGRAPHIC INFORMATION	First-Time Eligible Students 5 686	Previously Eligible Students 1 551†
Students who participated fully	96%	48%
Fully participating students who were successful in completing the OSSLT*	84%	56%
English language learners	2%	3%
English language learners receiving special provisions*	2%	3%
Students with special needs (excluding gifted)	15%	32%
Students with special needs receiving accommodations (excluding gifted)*	14%	38%
Speak another language (or other languages) as often as English at home	9%	9%
Speak only or mostly a language (or languages) other than English at home	2%	4%

Number of schools administering the OSSLT	22	22

* Percentages are based on the number of students who participated fully.

FIRST-TIME ELIGIBLE STUDENTS: RESULTS OVER TIME†



	October 2004	March 2006	March 2007	March 2008	April 2009
Number of students who participated fully	5 102	5 332	5 111	5 429	5 433
Number of students who were successful	4 390	4 656	4 319	4 558	4 559

† Results over time are not provided at the board level for previously eligible students, as the results are not comparable; the demographic nature of the previously eligible student population varies from year to year (e.g., proportions of English language learners and students with special needs, number of times the students have attempted the test).

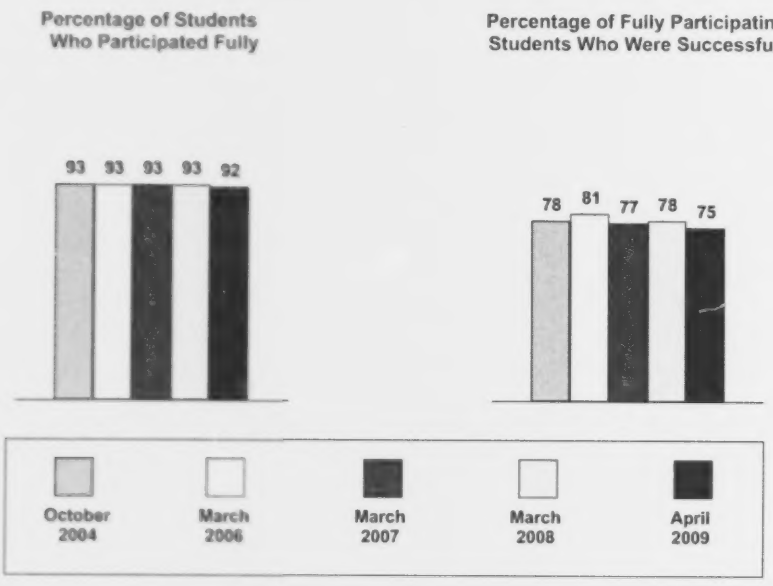
Board Name: Grand Erie DSB

DEMOGRAPHIC INFORMATION	First-Time Eligible Students *2 169*	Previously Eligible Students *954*
Students who participated fully	92%	55%
Fully participating students who were successful in completing the OSSLT*	75%	48%
English language learners	<1%	1%
English language learners receiving special provisions*	<1%	2%
Students with special needs (excluding gifted)	15%	31%
Students with special needs receiving accommodations (excluding gifted)*	9%	21%
Speak another language (or other languages) as often as English at home	7%	13%
Speak only or mostly a language (or languages) other than English at home	1%	3%

Number of schools administering the OSSLT	*16*	*15*

* Percentages are based on the number of students who participated fully.

FIRST-TIME ELIGIBLE STUDENTS: RESULTS OVER TIME†



	October 2004	March 2006	March 2007	March 2008	April 2009
Number of students who participated fully	*2 322*	*2 198*	*2 228*	*2 130*	*1 993*
Number of students who were successful	*1 808*	*1 777*	*1 724*	*1 655*	*1 501*

† Results over time are not provided at the board level for previously eligible students, as the results are not comparable; the demographic nature of the previously eligible student population varies from year to year (e.g., proportions of English language learners and students with special needs, number of times the students have attempted the test).

Board Name: Greater Essex County DSB

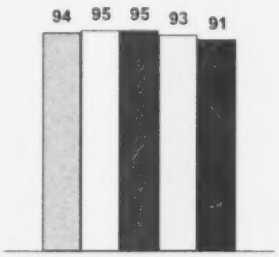
DEMOGRAPHIC INFORMATION	First-Time Eligible Students 2 999	Previously Eligible Students 852
Students who participated fully	91%	57%
Fully participating students who were successful in completing the OSSLT*	83%	51%
English language learners	4%	4%
English language learners receiving special provisions*	1%	2%
Students with special needs (excluding gifted)	13%	44%
Students with special needs receiving accommodations (excluding gifted)*	12%	34%
Speak another language (or other languages) as often as English at home	14%	13%
Speak only or mostly a language (or languages) other than English at home	5%	5%

Number of schools administering the OSSLT	*17*	*17*

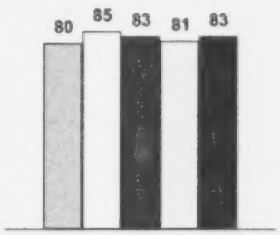
* Percentages are based on the number of students who participated fully.

FIRST-TIME ELIGIBLE STUDENTS: RESULTS OVER TIME†

Percentage of Students Who Participated Fully



Percentage of Fully Participating Students Who Were Successful



	October 2004	March 2006	March 2007	March 2008	April 2009
Number of students who participated fully	*2 755*	*2 866*	*2 764*	*2 737*	*2 739*
Number of students who were successful	*2 199*	*2 425*	*2 296*	*2 230*	*2 286*

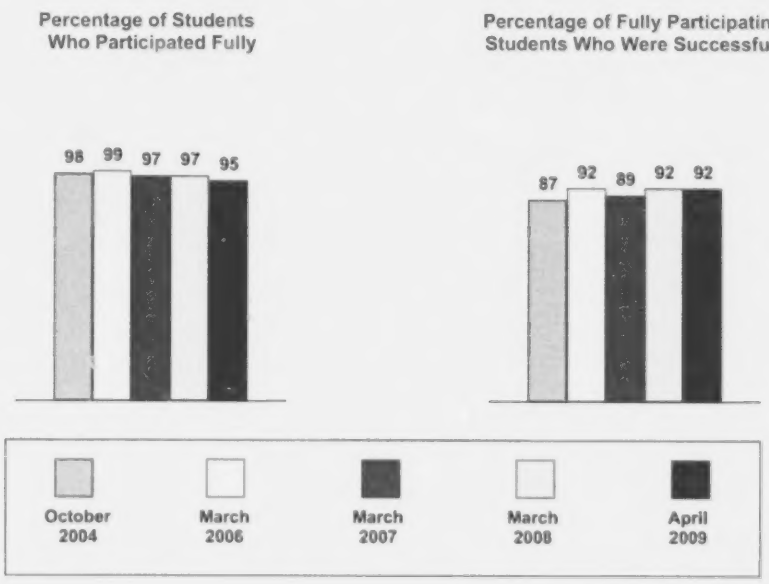
† Results over time are not provided at the board level for previously eligible students, as the results are not comparable; the demographic nature of the previously eligible student population varies from year to year (e.g., proportions of English language learners and students with special needs, number of times the students have attempted the test).

Board Name: Halton Catholic DSB

DEMOGRAPHIC INFORMATION	First-Time Eligible Students 2 243	Previously Eligible Students 401
Students who participated fully	95%	61%
Fully participating students who were successful in completing the OSSLT*	92%	65%
English language learners	3%	10%
English language learners receiving special provisions*	2%	11%
Students with special needs (excluding gifted)	11%	46%
Students with special needs receiving accommodations (excluding gifted)*	9%	38%
Speak another language (or other languages) as often as English at home	13%	16%
Speak only or mostly a language (or languages) other than English at home	6%	15%
Number of schools administering the OSSLT	8	8

* Percentages are based on the number of students who participated fully.

FIRST-TIME ELIGIBLE STUDENTS: RESULTS OVER TIME†



	October 2004	March 2006	March 2007	March 2008	April 2009
Number of students who participated fully	2 027	2 143	2 162	2 145	2 135
Number of students who were successful	1 770	1 974	1 932	1 963	1 973

† Results over time are not provided at the board level for previously eligible students, as the results are not comparable; the demographic nature of the previously eligible student population varies from year to year (e.g., proportions of English language learners and students with special needs, number of times the students have attempted the test).

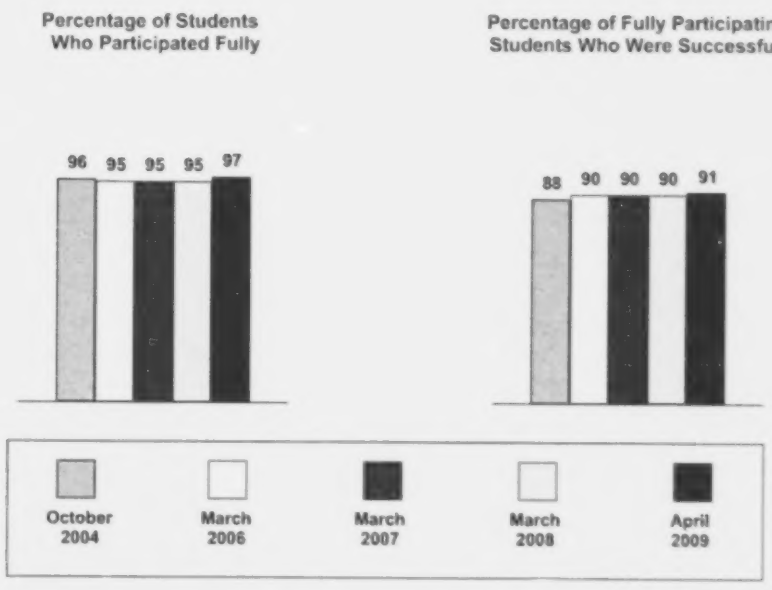
Board Name: Halton DSB

DEMOGRAPHIC INFORMATION	First-Time Eligible Students 3 826	Previously Eligible Students 797
Students who participated fully	97%	70%
Fully participating students who were successful in completing the OSSLT*	91%	65%
English language learners	1%	7%
English language learners receiving special provisions*	<1%	4%
Students with special needs (excluding gifted)	12%	30%
Students with special needs receiving accommodations (excluding gifted)*	10%	23%
Speak another language (or other languages) as often as English at home	11%	12%
Speak only or mostly a language (or languages) other than English at home	5%	11%

Number of schools administering the OSSLT	26	26

* Percentages are based on the number of students who participated fully.

FIRST-TIME ELIGIBLE STUDENTS: RESULTS OVER TIME†



	October 2004	March 2006	March 2007	March 2008	April 2009
Number of students who participated fully	3 426	3 609	3 595	3 610	3 696
Number of students who were successful	3 000	3 247	3 240	3 232	3 360

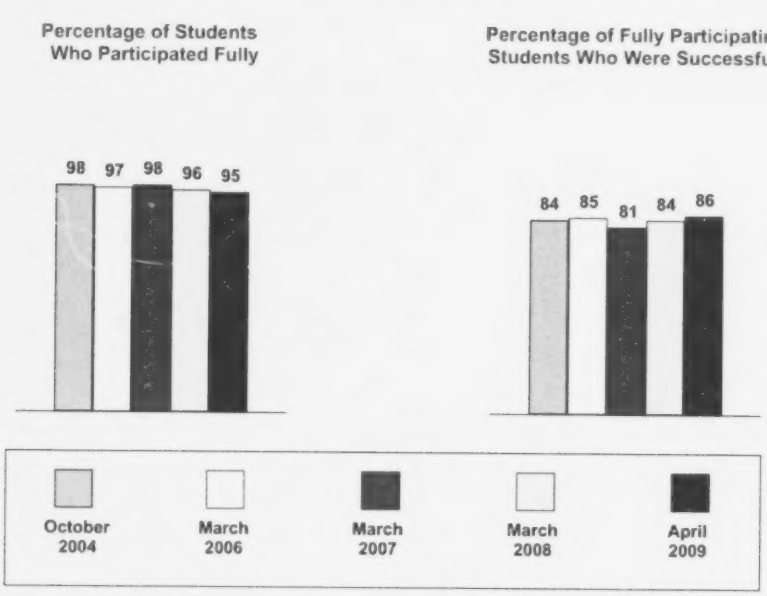
† Results over time are not provided at the board level for previously eligible students, as the results are not comparable; the demographic nature of the previously eligible student population varies from year to year (e.g., proportions of English language learners and students with special needs, number of times the students have attempted the test).

Board Name: Hamilton-Wentworth Catholic DSB

DEMOGRAPHIC INFORMATION	First-Time Eligible Students 2 409	Previously Eligible Students 724
Students who participated fully	95%	64%
Fully participating students who were successful in completing the OSSLT*	86%	56%
English language learners	2%	13%
English language learners receiving special provisions*	1%	5%
Students with special needs (excluding gifted)	25%	52%
Students with special needs receiving accommodations (excluding gifted)*	21%	52%
Speak another language (or other languages) as often as English at home	16%	25%
Speak only or mostly a language (or languages) other than English at home	6%	14%
Number of schools administering the OSSLT	9	7

* Percentages are based on the number of students who participated fully.

FIRST-TIME ELIGIBLE STUDENTS: RESULTS OVER TIME†



	October 2004	March 2006	March 2007	March 2008	April 2009
Number of students who participated fully	2 276	2 167	2 321	2 361	2 279
Number of students who were successful	1 909	1 834	1 882	1 972	1 970

† Results over time are not provided at the board level for previously eligible students, as the results are not comparable; the demographic nature of the previously eligible student population varies from year to year (e.g., proportions of English language learners and students with special needs, number of times the students have attempted the test).

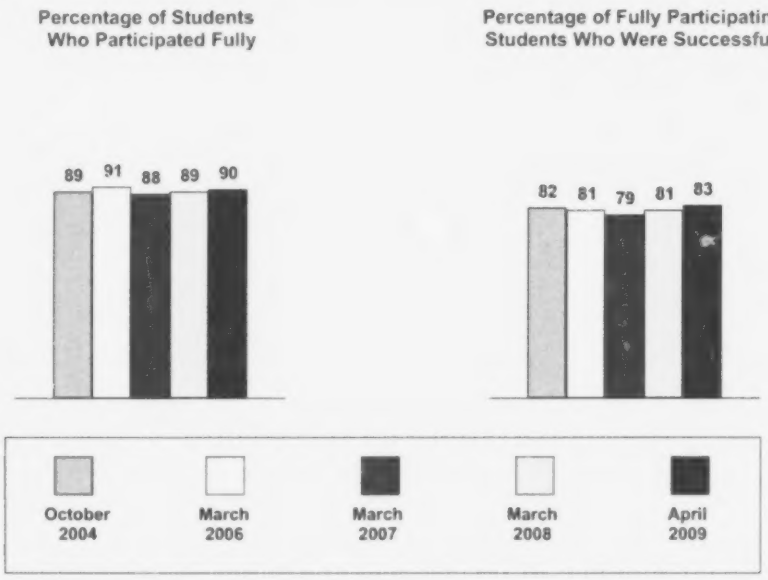
Board Name: Hamilton-Wentworth DSB

DEMOGRAPHIC INFORMATION	First-Time Eligible Students 3 923	Previously Eligible Students 1 502
Students who participated fully	90%	56%
Fully participating students who were successful in completing the OSSLT*	83%	47%
English language learners	5%	8%
English language learners receiving special provisions*	2%	6%
Students with special needs (excluding gifted)	14%	35%
Students with special needs receiving accommodations (excluding gifted)*	11%	35%
Speak another language (or other languages) as often as English at home	13%	15%
Speak only or mostly a language (or languages) other than English at home	6%	11%

Number of schools administering the OSSLT	*23*	*22*

* Percentages are based on the number of students who participated fully.

FIRST-TIME ELIGIBLE STUDENTS: RESULTS OVER TIME†



	October 2004	March 2006	March 2007	March 2008	April 2009
Number of students who participated fully	*3 910*	*3 910*	*3 949*	*3 782*	*3 534*
Number of students who were successful	*3 203*	*3 154*	*3 113*	*3 063*	*2 944*

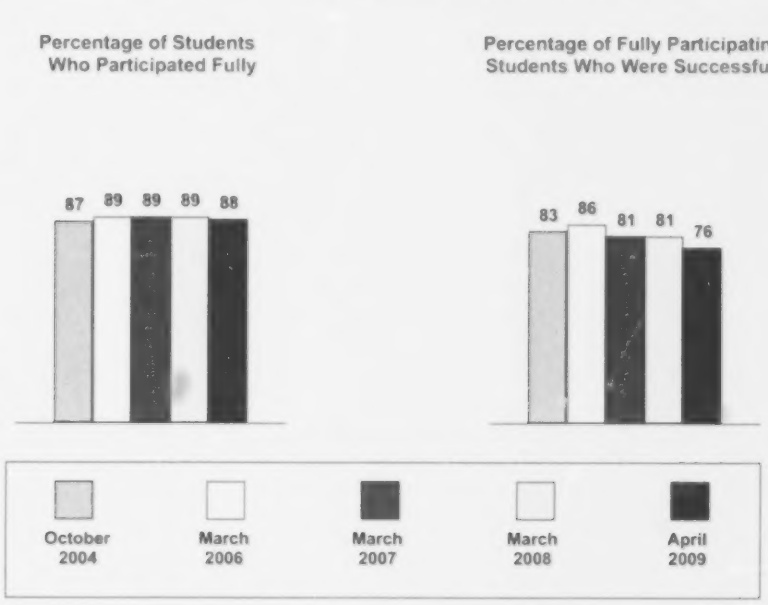
† Results over time are not provided at the board level for previously eligible students, as the results are not comparable; the demographic nature of the previously eligible student population varies from year to year (e.g., proportions of English language learners and students with special needs, number of times the students have attempted the test).

Board Name: Hastings and Prince Edward DSB

DEMOGRAPHIC INFORMATION	First-Time Eligible Students 1 478	Previously Eligible Students 694
Students who participated fully	88%	58%
Fully participating students who were successful in completing the OSSLT*	76%	48%
English language learners	1%	2%
English language learners receiving special provisions*	1%	3%
Students with special needs (excluding gifted)	23%	45%
Students with special needs receiving accommodations (excluding gifted)*	19%	45%
Speak another language (or other languages) as often as English at home	4%	5%
Speak only or mostly a language (or languages) other than English at home	1%	5%
Number of schools administering the OSSLT	9	9

* Percentages are based on the number of students who participated fully.

FIRST-TIME ELIGIBLE STUDENTS: RESULTS OVER TIME†



	October 2004	March 2006	March 2007	March 2008	April 2009
Number of students who participated fully	*1 282*	*1 409*	*1 304*	*1 412*	*1 301*
Number of students who were successful	*1 069*	*1 211*	*1 051*	*1 139*	*995*

† Results over time are not provided at the board level for previously eligible students, as the results are not comparable; the demographic nature of the previously eligible student population varies from year to year (e.g., proportions of English language learners and students with special needs, number of times the students have attempted the test).

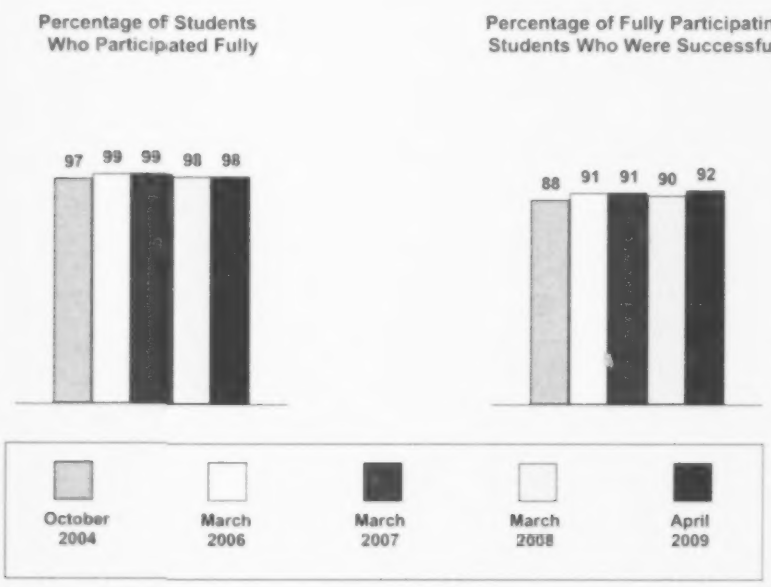
Board Name: Huron-Perth Catholic DSB

DEMOGRAPHIC INFORMATION	First-Time Eligible Students 359	Previously Eligible Students 59
Students who participated fully	98%	69%
Fully participating students who were successful in completing the OSSLT*	92%	66%
English language learners	1%	3%
English language learners receiving special provisions*	1%	5%
Students with special needs (excluding gifted)	19%	59%
Students with special needs receiving accommodations (excluding gifted)*	15%	56%
Speak another language (or other languages) as often as English at home	7%	7%
Speak only or mostly a language (or languages) other than English at home	3%	7%

Number of schools administering the OSSLT	2	2

* Percentages are based on the number of students who participated fully.

FIRST-TIME ELIGIBLE STUDENTS: RESULTS OVER TIME†



	October 2004	March 2006	March 2007	March 2008	April 2009
Number of students who participated fully	410	432	388	358	353
Number of students who were successful	362	393	352	323	326

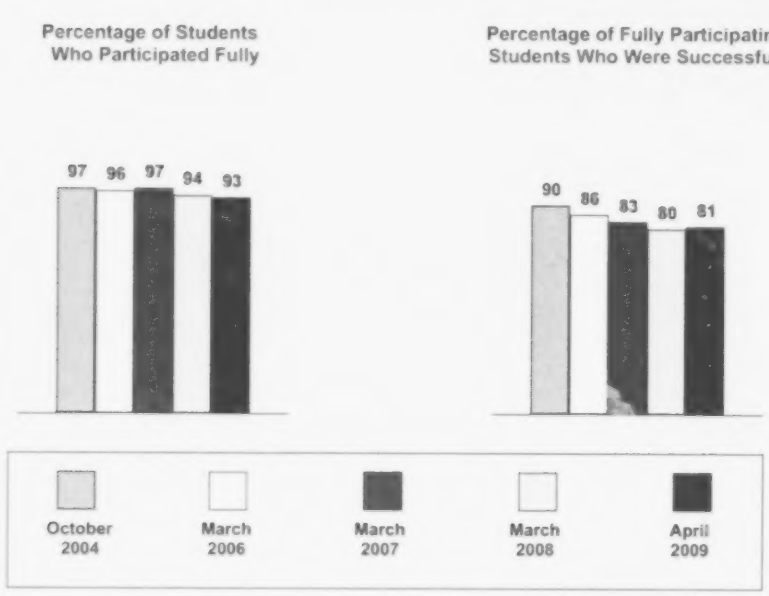
† Results over time are not provided at the board level for previously eligible students, as the results are not comparable; the demographic nature of the previously eligible student population varies from year to year (e.g., proportions of English language learners and students with special needs, number of times the students have attempted the test).

Board Name: Huron-Superior Catholic DSB

DEMOGRAPHIC INFORMATION	First-Time Eligible Students 378	Previously Eligible Students 103
Students who participated fully	93%	64%
Fully participating students who were successful in completing the OSSLT*	81%	48%
English language learners	0%	0%
English language learners receiving special provisions*	0%	0%
Students with special needs (excluding gifted)	20%	59%
Students with special needs receiving accommodations (excluding gifted)*	19%	47%
Speak another language (or other languages) as often as English at home	8%	7%
Speak only or mostly a language (or languages) other than English at home	<1%	0%
Number of schools administering the OSSLT	3	3

* Percentages are based on the number of students who participated fully.

FIRST-TIME ELIGIBLE STUDENTS: RESULTS OVER TIME†



	October 2004	March 2006	March 2007	March 2008	April 2009
Number of students who participated fully	372	374	365	338	352
Number of students who were successful	333	320	303	269	285

† Results over time are not provided at the board level for previously eligible students, as the results are not comparable; the demographic nature of the previously eligible student population varies from year to year (e.g., proportions of English language learners and students with special needs, number of times the students have attempted the test).

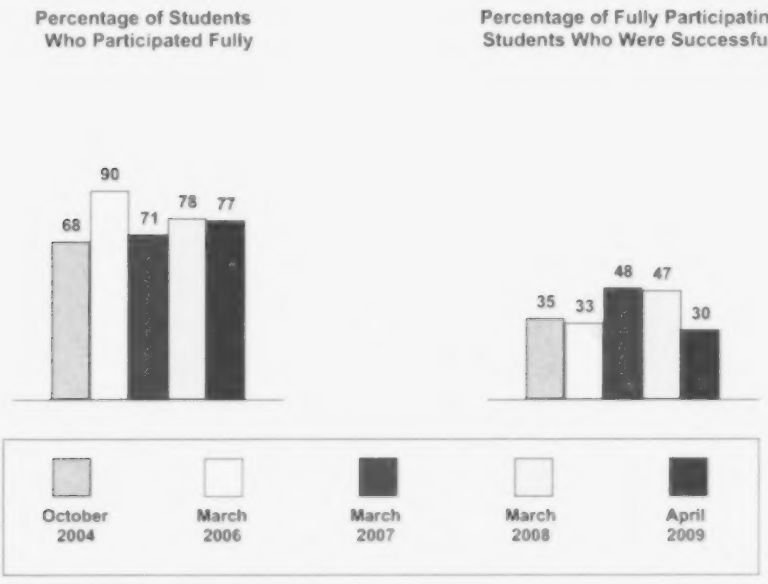
Board Name: James Bay Lowlands SSB

DEMOGRAPHIC INFORMATION	First-Time Eligible Students 39	Previously Eligible Students 37
Students who participated fully	77%	41%
Fully participating students who were successful in completing the OSSLT*	30%	53%
English language learners	0%	0%
English language learners receiving special provisions*	0%	0%
Students with special needs (excluding gifted)	38%	8%
Students with special needs receiving accommodations (excluding gifted)*	43%	20%
Speak another language (or other languages) as often as English at home	7%	0%
Speak only or mostly a language (or languages) other than English at home	0%	0%

Number of schools administering the OSSLT	*1*	*1*

* Percentages are based on the number of students who participated fully.

FIRST-TIME ELIGIBLE STUDENTS: RESULTS OVER TIME†



	October 2004	March 2006	March 2007	March 2008	April 2009
Number of students who participated fully	*34*	*36*	*25*	*36*	*30*
Number of students who were successful	*12*	*12*	*12*	*17*	*9*

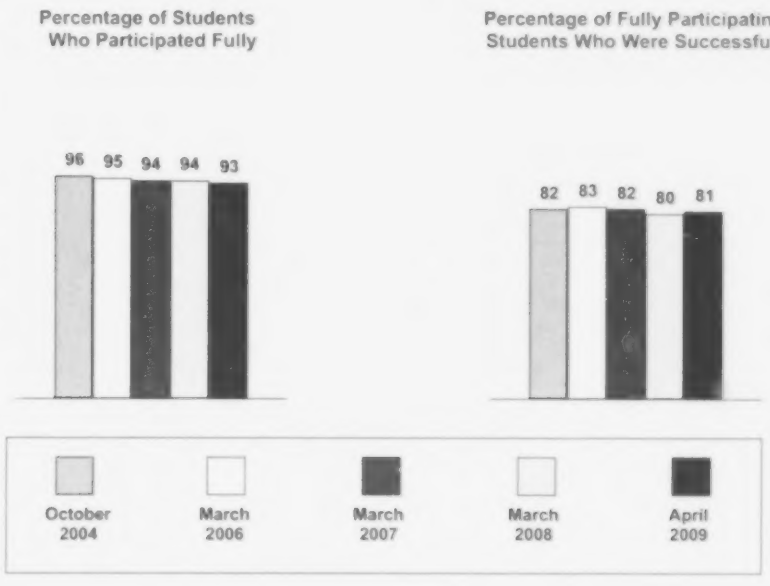
† Results over time are not provided at the board level for previously eligible students, as the results are not comparable; the demographic nature of the previously eligible student population varies from year to year (e.g., proportions of English language learners and students with special needs, number of times the students have attempted the test).

Board Name: Kawartha Pine Ridge DSB

DEMOGRAPHIC INFORMATION	First-Time Eligible Students 2 975	Previously Eligible Students 1 200
Students who participated fully	93%	54%
Fully participating students who were successful in completing the OSSLT*	81%	51%
English language learners	<1%	1%
English language learners receiving special provisions*	<1%	<1%
Students with special needs (excluding gifted)	22%	49%
Students with special needs receiving accommodations (excluding gifted)*	20%	42%
Speak another language (or other languages) as often as English at home	3%	4%
Speak only or mostly a language (or languages) other than English at home	1%	1%
Number of schools administering the OSSLT	*18*	*17*

* Percentages are based on the number of students who participated fully.

FIRST-TIME ELIGIBLE STUDENTS: RESULTS OVER TIME†



	October 2004	March 2006	March 2007	March 2008	April 2009
Number of students who participated fully	*2 911*	*2 977*	*2 993*	*2 882*	*2 714*
Number of students who were successful	*2 390*	*2 463*	*2 469*	*2 311*	*2 187*

† Results over time are not provided at the board level for previously eligible students, as the results are not comparable, the demographic nature of the previously eligible student population varies from year to year (e.g., proportions of English language learners and students with special needs, number of times the students have attempted the test).

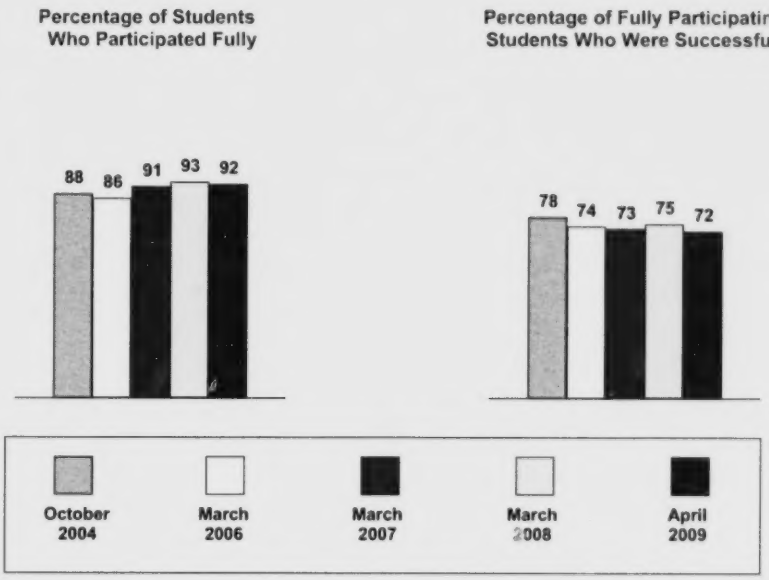
Board Name: Keewatin-Patricia DSB

DEMOGRAPHIC INFORMATION	First-Time Eligible Students 562	Previously Eligible Students 279
Students who participated fully	92%	59%
Fully participating students who were successful in completing the OSSLT*	72%	41%
English language learners	0%	0%
English language learners receiving special provisions*	0%	0%
Students with special needs (excluding gifted)	18%	31%
Students with special needs receiving accommodations (excluding gifted)*	16%	30%
Speak another language (or other languages) as often as English at home	6%	9%
Speak only or mostly a language (or languages) other than English at home	1%	4%

Number of schools administering the OSSLT	5	5

* Percentages are based on the number of students who participated fully.

FIRST-TIME ELIGIBLE STUDENTS: RESULTS OVER TIME†



	October 2004	March 2006	March 2007	March 2008	April 2009
Number of students who participated fully	*566*	*585*	*524*	*533*	*518*
Number of students who were successful	*441*	*433*	*385*	*401*	*375*

† Results over time are not provided at the board level for previously eligible students, as the results are not comparable; the demographic nature of the previously eligible student population varies from year to year (e.g., proportions of English language learners and students with special needs, number of times the students have attempted the test).

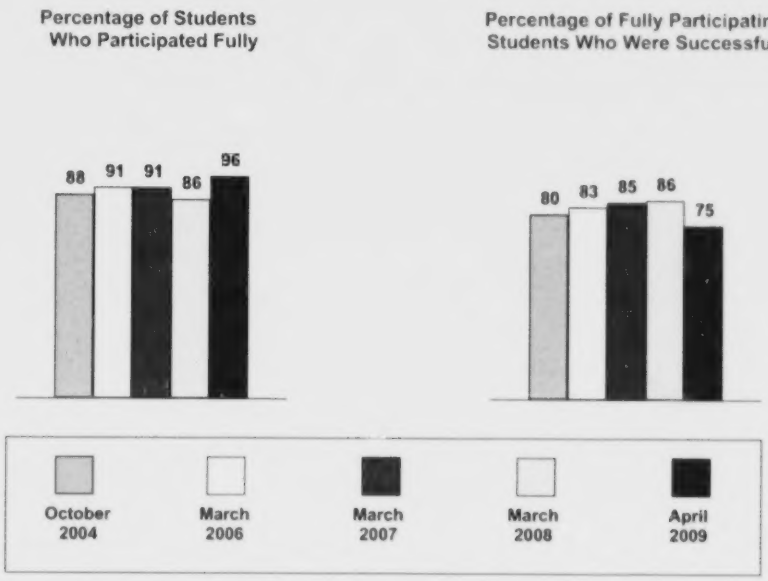
Board Name: Kenora Catholic DSB

DEMOGRAPHIC INFORMATION	First-Time Eligible Students 79	Previously Eligible Students 30
Students who participated fully	96%	53%
Fully participating students who were successful in completing the OSSLT*	75%	62%
English language learners	0%	0%
English language learners receiving special provisions*	0%	0%
Students with special needs (excluding gifted)	15%	47%
Students with special needs receiving accommodations (excluding gifted)*	16%	31%
Speak another language (or other languages) as often as English at home	9%	7%
Speak only or mostly a language (or languages) other than English at home	0%	7%

Number of schools administering the OSSLT	1	1

* Percentages are based on the number of students who participated fully.

FIRST-TIME ELIGIBLE STUDENTS: RESULTS OVER TIME†



	October 2004	March 2006	March 2007	March 2008	April 2009
Number of students who participated fully	66	71	85	83	76
Number of students who were successful	53	69	72	71	57

† Results over time are not provided at the board level for previously eligible students, as the results are not comparable; the demographic nature of the previously eligible student population varies from year to year (e.g., proportions of English language learners and students with special needs, number of times the students have attempted the test).

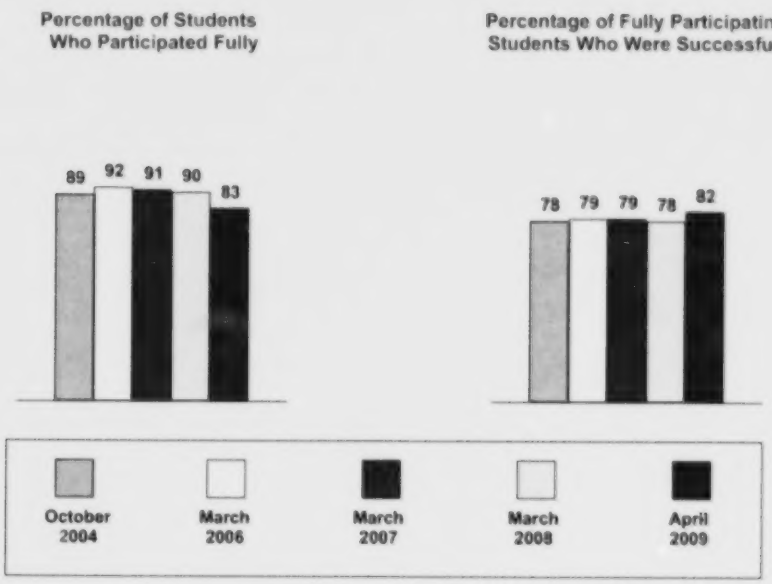
Board Name: Lakehead DSB

DEMOGRAPHIC INFORMATION	First-Time Eligible Students 964	Previously Eligible Students 484
Students who participated fully	83%	51%
Fully participating students who were successful in completing the OSSLT*	82%	51%
English language learners	<1%	<1%
English language learners receiving special provisions*	<1%	<1%
Students with special needs (excluding gifted)	16%	33%
Students with special needs receiving accommodations (excluding gifted)*	10%	27%
Speak another language (or other languages) as often as English at home	5%	9%
Speak only or mostly a language (or languages) other than English at home	<1%	3%

Number of schools administering the OSSLT	6	6

* Percentages are based on the number of students who participated fully.

FIRST-TIME ELIGIBLE STUDENTS: RESULTS OVER TIME†



	October 2004	March 2006	March 2007	March 2008	April 2009
Number of students who participated fully	*1 139*	*947*	*965*	*920*	*804*
Number of students who were successful	*894*	*745*	*763*	*716*	*659*

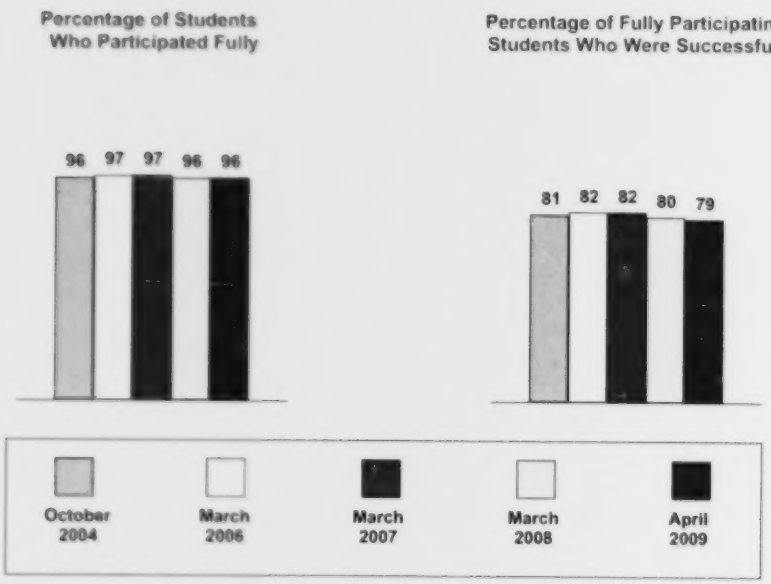
† Results over time are not provided at the board level for previously eligible students, as the results are not comparable; the demographic nature of the previously eligible student population varies from year to year (e.g., proportions of English language learners and students with special needs, number of times the students have attempted the test).

Board Name: Lambton Kent District School Board

DEMOGRAPHIC INFORMATION	First-Time Eligible Students 2 080	Previously Eligible Students 647
Students who participated fully	96%	75%
Fully participating students who were successful in completing the OSSLT*	79%	50%
English language learners	<1%	2%
English language learners receiving special provisions*	<1%	2%
Students with special needs (excluding gifted)	22%	43%
Students with special needs receiving accommodations (excluding gifted)*	20%	38%
Speak another language (or other languages) as often as English at home	3%	6%
Speak only or mostly a language (or languages) other than English at home	1%	2%
Number of schools administering the OSSLT	*13*	*14*

* Percentages are based on the number of students who participated fully.

FIRST-TIME ELIGIBLE STUDENTS: RESULTS OVER TIME†



	October 2004	March 2006	March 2007	March 2008	April 2009
Number of students who participated fully	*2 228*	*2 201*	*2 139*	*2 102*	*1 994*
Number of students who were successful	*1 801*	*1 801*	*1 745*	*1 680*	*1 578*

† Results over time are not provided at the board level for previously eligible students, as the results are not comparable; the demographic nature of the previously eligible student population varies from year to year (e.g., proportions of English language learners and students with special needs, number of times the students have attempted the test).

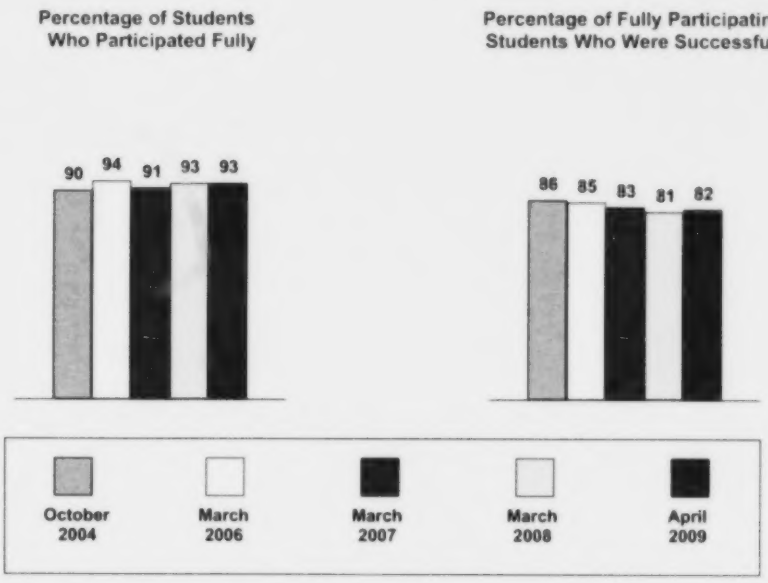
Board Name: Limestone DSB

DEMOGRAPHIC INFORMATION	First-Time Eligible Students 1 673	Previously Eligible Students 749
Students who participated fully	93%	48%
Fully participating students who were successful in completing the OSSLT*	82%	53%
English language learners	2%	5%
English language learners receiving special provisions*	2%	6%
Students with special needs (excluding gifted)	23%	47%
Students with special needs receiving accommodations (excluding gifted)*	21%	47%
Speak another language (or other languages) as often as English at home	5%	8%
Speak only or mostly a language (or languages) other than English at home	2%	5%

Number of schools administering the OSSLT	*12*	*12*

* Percentages are based on the number of students who participated fully.

FIRST-TIME ELIGIBLE STUDENTS: RESULTS OVER TIME†



	October 2004	March 2006	March 2007	March 2008	April 2009
Number of students who participated fully	*1 602*	*1 681*	*1 626*	*1 711*	*1 564*
Number of students who were successful	*1 377*	*1 428*	*1 350*	*1 393*	*1 285*

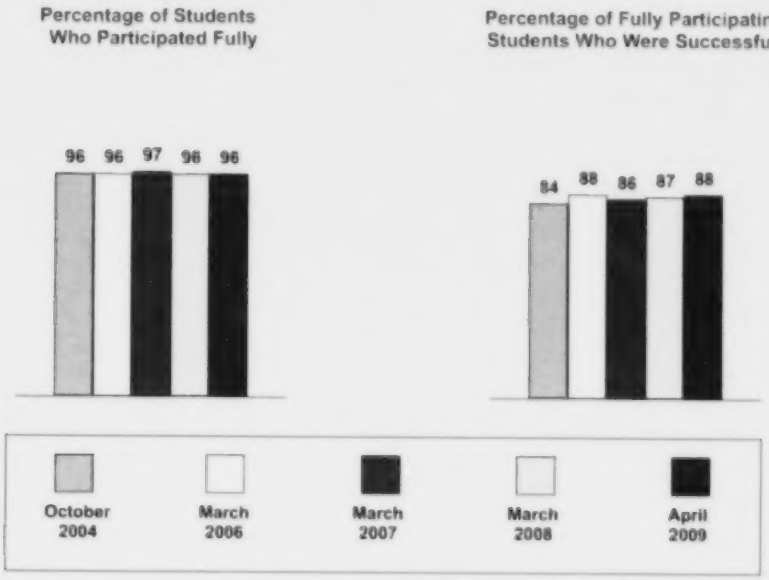
† Results over time are not provided at the board level for previously eligible students, as the results are not comparable; the demographic nature of the previously eligible student population varies from year to year (e.g., proportions of English language learners and students with special needs, number of times the students have attempted the test).

Board Name: London District Catholic School Board

DEMOGRAPHIC INFORMATION	First-Time Eligible Students 2 724	Previously Eligible Students 370
Students who participated fully	96%	68%
Fully participating students who were successful in completing the OSSLT*	88%	64%
English language learners	1%	4%
English language learners receiving special provisions*	1%	5%
Students with special needs (excluding gifted)	10%	32%
Students with special needs receiving accommodations (excluding gifted)*	10%	30%
Speak another language (or other languages) as often as English at home	14%	23%
Speak only or mostly a language (or languages) other than English at home	7%	17%
Number of schools administering the OSSLT	8	8

* Percentages are based on the number of students who participated fully.

FIRST-TIME ELIGIBLE STUDENTS: RESULTS OVER TIME†



	October 2004	March 2006	March 2007	March 2008	April 2009
Number of students who participated fully	1 804	1 919	1 886	2 076	2 040
Number of students who were successful	1 522	1 692	1 624	1 802	1 788

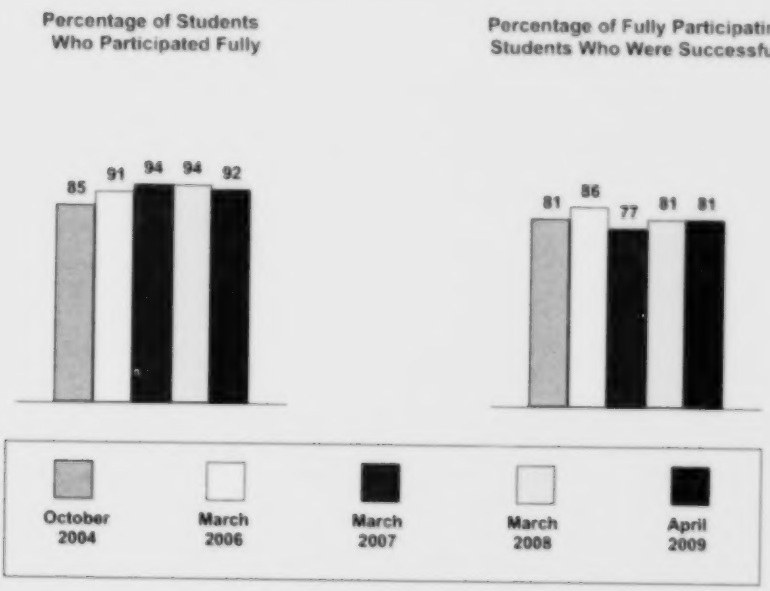
† Results over time are not provided at the board level for previously eligible students, as the results are not comparable, the demographic nature of the previously eligible student population varies from year to year (e.g., proportions of English language learners and students with special needs, number of times the students have attempted the test).

Board Name: Near North DSB

DEMOGRAPHIC INFORMATION	First-Time Eligible Students 963	Previously Eligible Students 383
Students who participated fully	92%	58%
Fully participating students who were successful in completing the OSSLT*	81%	51%
English language learners	0%	0%
English language learners receiving special provisions*	0%	0%
Students with special needs (excluding gifted)	22%	45%
Students with special needs receiving accommodations (excluding gifted)*	20%	47%
Speak another language (or other languages) as often as English at home	5%	7%
Speak only or mostly a language (or languages) other than English at home	1%	1%
Number of schools administering the OSSLT	7	7

* Percentages are based on the number of students who participated fully.

FIRST-TIME ELIGIBLE STUDENTS: RESULTS OVER TIME†



	October 2004	March 2006	March 2007	March 2008	April 2009
Number of students who participated fully	932	974	1 013	962	883
Number of students who were successful	757	841	782	776	719

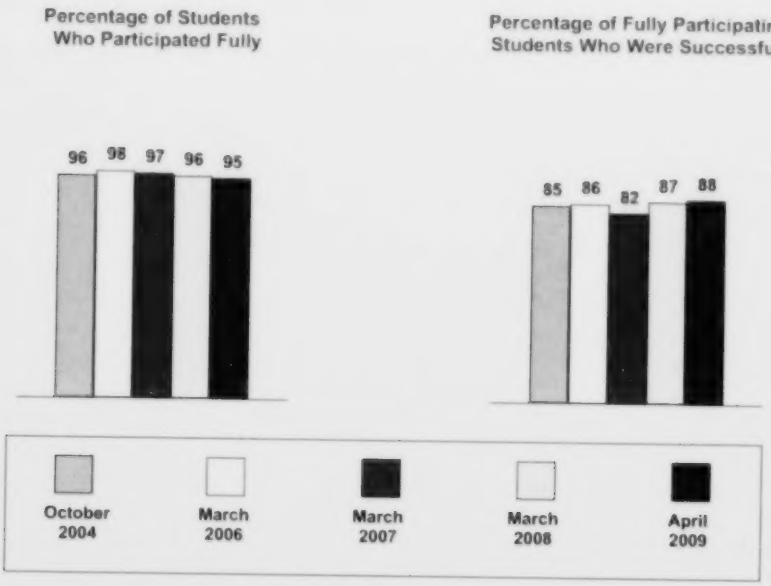
† Results over time are not provided at the board level for previously eligible students, as the results are not comparable; the demographic nature of the previously eligible student population varies from year to year (e.g., proportions of English language learners and students with special needs, number of times the students have attempted the test).

Board Name: Niagara Catholic DSB

DEMOGRAPHIC INFORMATION	First-Time Eligible Students 2 005	Previously Eligible Students 445
Students who participated fully	95%	60%
Fully participating students who were successful in completing the OSSLT*	88%	55%
English language learners	1%	4%
English language learners receiving special provisions*	1%	6%
Students with special needs (excluding gifted)	12%	47%
Students with special needs receiving accommodations (excluding gifted)*	11%	43%
Speak another language (or other languages) as often as English at home	9%	13%
Speak only or mostly a language (or languages) other than English at home	3%	7%
Number of schools administering the OSSLT	8	8

* Percentages are based on the number of students who participated fully.

FIRST-TIME ELIGIBLE STUDENTS: RESULTS OVER TIME†



	October 2004	March 2006	March 2007	March 2008	April 2009
Number of students who participated fully	1 939	2 010	1 884	1 988	1 960
Number of students who were successful	1 643	1 733	1 551	1 729	1 725

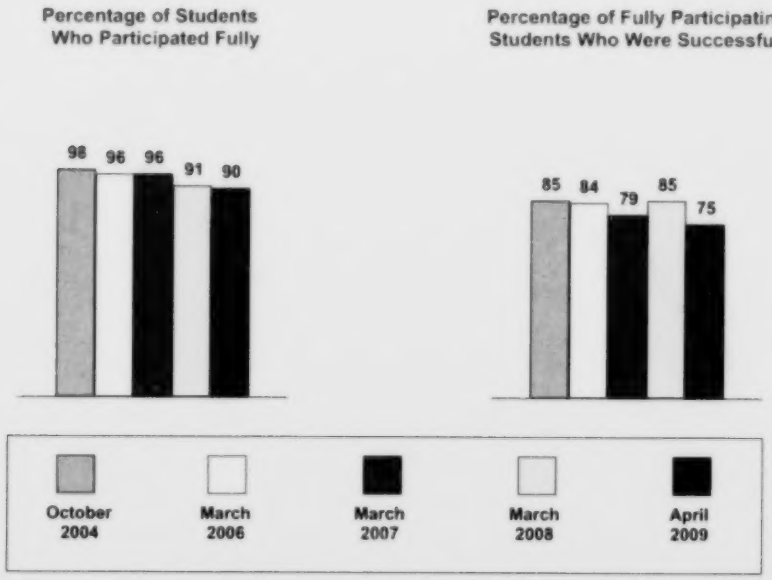
† Results over time are not provided at the board level for previously eligible students, as the results are not comparable; the demographic nature of the previously eligible student population varies from year to year (e.g., proportions of English language learners and students with special needs, number of times the students have attempted the test).

Board Name: Nipissing-Parry Sound Catholic DSB

DEMOGRAPHIC INFORMATION	First-Time Eligible Students 188	Previously Eligible Students 66
Students who participated fully	90%	61%
Fully participating students who were successful in completing the OSSLT*	75%	62%
English language learners	0%	0%
English language learners receiving special provisions*	0%	0%
Students with special needs (excluding gifted)	24%	65%
Students with special needs receiving accommodations (excluding gifted)*	21%	60%
Speak another language (or other languages) as often as English at home	8%	8%
Speak only or mostly a language (or languages) other than English at home	1%	0%
Number of schools administering the OSSLT	*1*	*1*

* Percentages are based on the number of students who participated fully.

FIRST-TIME ELIGIBLE STUDENTS: RESULTS OVER TIME†



	October 2004	March 2006	March 2007	March 2008	April 2009
Number of students who participated fully	*249*	*257*	*219*	*252*	*170*
Number of students who were successful	*211*	*216*	*174*	*215*	*128*

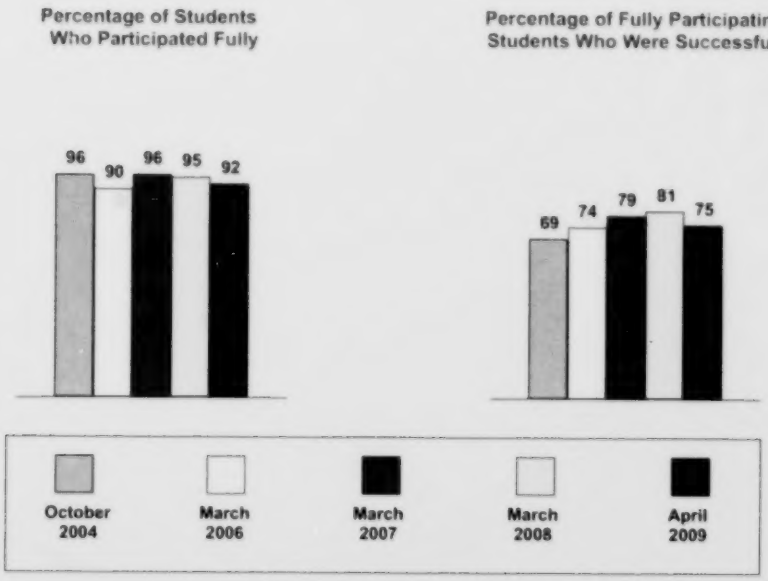
† Results over time are not provided at the board level for previously eligible students, as the results are not comparable; the demographic nature of the previously eligible student population varies from year to year (e.g., proportions of English language learners and students with special needs, number of times the students have attempted the test).

Board Name: Northeastern Catholic DSB

DEMOGRAPHIC INFORMATION	First-Time Eligible Students 120	Previously Eligible Students 29
Students who participated fully	92%	90%
Fully participating students who were successful in completing the OSSLT*	75%	46%
English language learners	0%	0%
English language learners receiving special provisions*	0%	0%
Students with special needs (excluding gifted)	13%	48%
Students with special needs receiving accommodations (excluding gifted)*	12%	42%
Speak another language (or other languages) as often as English at home	17%	27%
Speak only or mostly a language (or languages) other than English at home	3%	4%
Number of schools administering the OSSLT	1	1

* Percentages are based on the number of students who participated fully.

FIRST-TIME ELIGIBLE STUDENTS: RESULTS OVER TIME†



	October 2004	March 2006	March 2007	March 2008	April 2009
Number of students who participated fully	*89*	*117*	*137*	*112*	*111*
Number of students who were successful	*61*	*87*	*108*	*91*	*83*

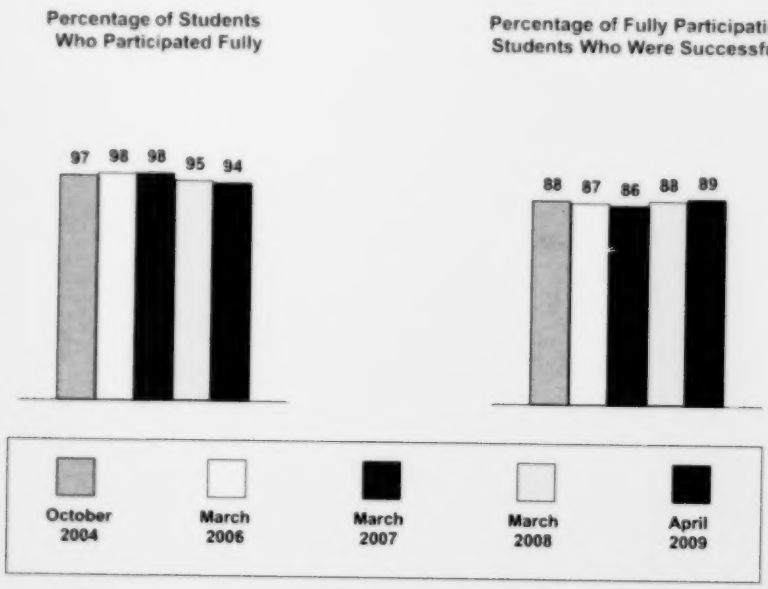
† Results over time are not provided at the board level for previously eligible students, as the results are not comparable; the demographic nature of the previously eligible student population varies from year to year (e.g., proportions of English language learners and students with special needs, number of times the students have attempted the test).

Board Name: Ottawa Catholic District School Board

DEMOGRAPHIC INFORMATION	First-Time Eligible Students 3 504	Previously Eligible Students 662
Students who participated fully	94%	64%
Fully participating students who were successful in completing the OSSLT*	89%	63%
English language learners	2%	7%
English language learners receiving special provisions*	1%	3%
Students with special needs (excluding gifted)	15%	39%
Students with special needs receiving accommodations (excluding gifted)*	12%	34%
Speak another language (or other languages) as often as English at home	17%	19%
Speak only or mostly a language (or languages) other than English at home	6%	9%
Number of schools administering the OSSLT	*16*	*16*

* Percentages are based on the number of students who participated fully.

FIRST-TIME ELIGIBLE STUDENTS: RESULTS OVER TIME†



	October 2004	March 2006	March 2007	March 2008	April 2009
Number of students who participated fully	*3 171*	*3 412*	*3 499*	*3 544*	*3 292*
Number of students who were successful	*2 776*	*2 980*	*3 022*	*3 103*	*2 934*

† Results over time are not provided at the board level for previously eligible students, as the results are not comparable; the demographic nature of the previously eligible student population varies from year to year (e.g., proportions of English language learners and students with special needs, number of times the students have attempted the test).

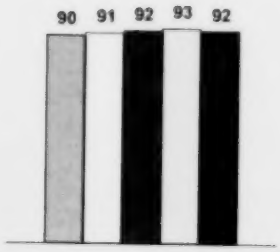
Board Name: Ottawa-Carleton DSB

DEMOGRAPHIC INFORMATION	First-Time Eligible Students 5 336	Previously Eligible Students 1 636
Students who participated fully	92%	66%
Fully participating students who were successful in completing the OSSLT*	88%	62%
English language learners	6%	19%
English language learners receiving special provisions*	3%	14%
Students with special needs (excluding gifted)	17%	33%
Students with special needs receiving accommodations (excluding gifted)*	15%	34%
Speak another language (or other languages) as often as English at home	20%	23%
Speak only or mostly a language (or languages) other than English at home	9%	19%
Number of schools administering the OSSLT	31	31

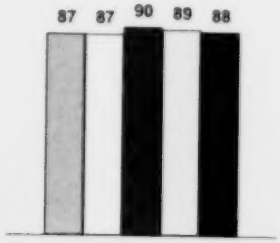
* Percentages are based on the number of students who participated fully.

FIRST-TIME ELIGIBLE STUDENTS: RESULTS OVER TIME†

Percentage of Students Who Participated Fully



Percentage of Fully Participating Students Who Were Successful



	October 2004	March 2006	March 2007	March 2008	April 2009
Number of students who participated fully	5 681	5 551	5 243	4 949	4 932
Number of students who were successful	4 936	4 804	4 717	4 418	4 361

† Results over time are not provided at the board level for previously eligible students, as the results are not comparable; the demographic nature of the previously eligible student population varies from year to year (e.g., proportions of English language learners and students with special needs, number of times the students have attempted the test).

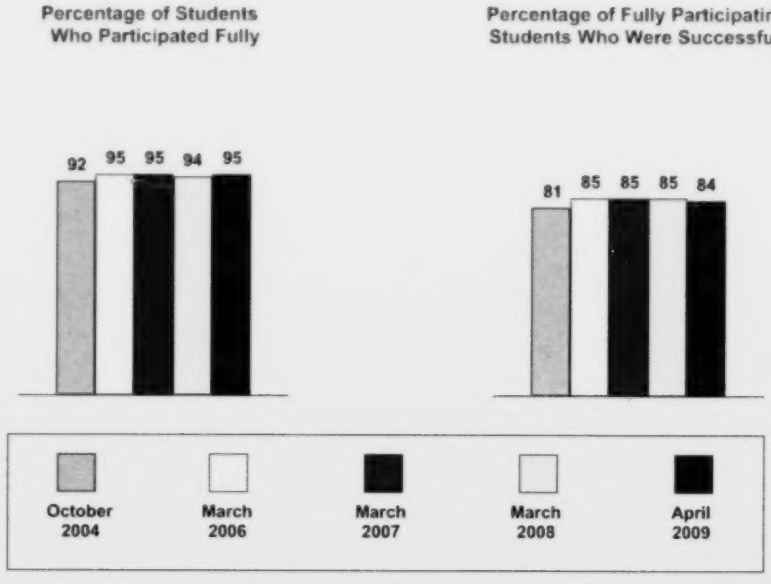
Board Name: Peel District School Board

DEMOGRAPHIC INFORMATION	First-Time Eligible Students 10 010	Previously Eligible Students 3 894
Students who participated fully	95%	62%
Fully participating students who were successful in completing the OSSLT*	84%	53%
English language learners	3%	15%
English language learners receiving special provisions*	2%	13%
Students with special needs (excluding gifted)	12%	26%
Students with special needs receiving accommodations (excluding gifted)*	11%	22%
Speak another language (or other languages) as often as English at home	31%	33%
Speak only or mostly a language (or languages) other than English at home	10%	20%

Number of schools administering the OSSLT	*44*	*44*

* Percentages are based on the number of students who participated fully.

FIRST-TIME ELIGIBLE STUDENTS: RESULTS OVER TIME†



	October 2004	March 2006	March 2007	March 2008	April 2009
Number of students who participated fully	*9 270*	*9 233*	*9 222*	*9 421*	*9 497*
Number of students who were successful	*7 550*	*7 816*	*7 812*	*7 967*	*7 999*

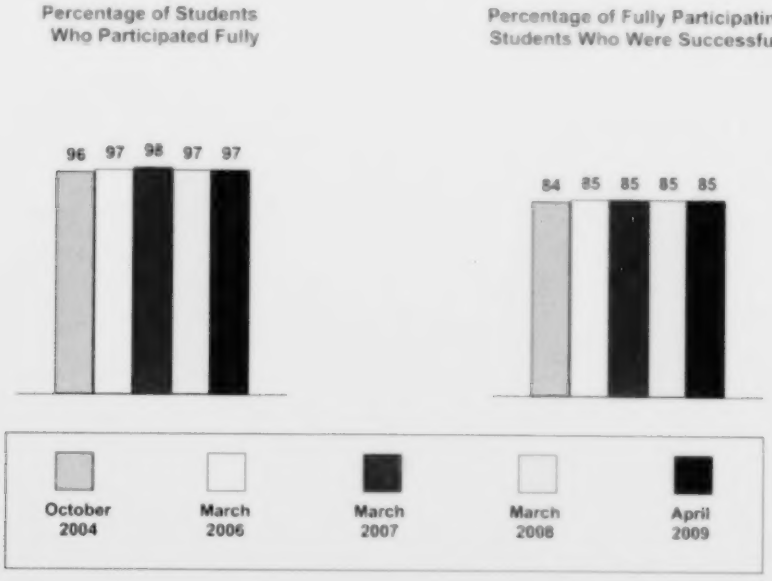
† Results over time are not provided at the board level for previously eligible students, as the results are not comparable; the demographic nature of the previously eligible student population varies from year to year (e.g., proportions of English language learners and students with special needs, number of times the students have attempted the test).

Board Name: Peterborough Victoria Northumberland and Clarington CDSB

DEMOGRAPHIC INFORMATION	First-Time Eligible Students 1 204	Previously Eligible Students 244
Students who participated fully	97%	81%
Fully participating students who were successful in completing the OSSLT*	85%	53%
English language learners	0%	0%
English language learners receiving special provisions*	0%	0%
Students with special needs (excluding gifted)	20%	60%
Students with special needs receiving accommodations (excluding gifted)*	19%	53%
Speak another language (or other languages) as often as English at home	4%	7%
Speak only or mostly a language (or languages) other than English at home	1%	2%
Number of schools administering the OSSLT	6	6

* Percentages are based on the number of students who participated fully.

FIRST-TIME ELIGIBLE STUDENTS: RESULTS OVER TIME†



	October 2004	March 2006	March 2007	March 2008	April 2009
Number of students who participated fully	*1 193*	*1 281*	*1 320*	*1 293*	*1 269*
Number of students who were successful	*1 007*	*1 094*	*1 124*	*1 100*	*1 073*

† Results over time are not provided at the board level for previously eligible students, as the results are not comparable; the demographic nature of the previously eligible student population varies from year to year (e.g., proportions of English language learners and students with special needs, number of times the students have attempted the test).

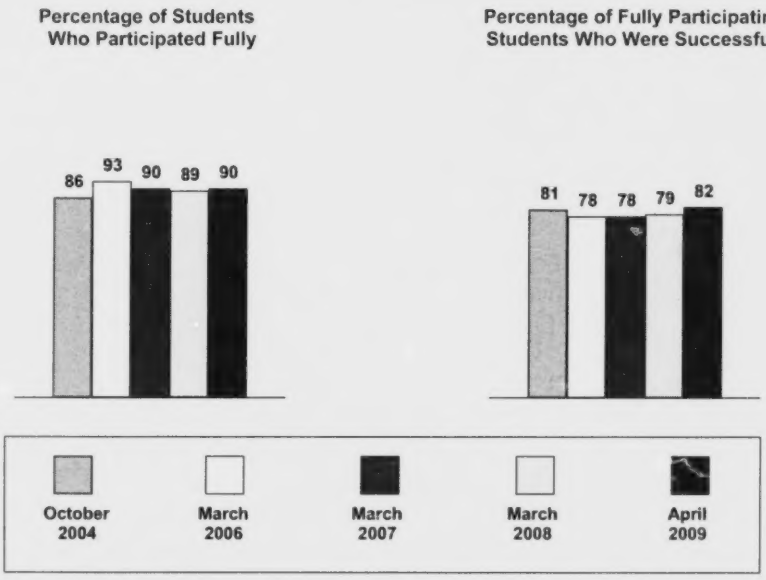
Board Name: Rainbow District School Board

DEMOGRAPHIC INFORMATION	First-Time Eligible Students 1 323	Previously Eligible Students 551
Students who participated fully	90%	52%
Fully participating students who were successful in completing the OSSLT*	82%	47%
English language learners	<1%	<1%
English language learners receiving special provisions*	<1%	1%
Students with special needs (excluding gifted)	16%	35%
Students with special needs receiving accommodations (excluding gifted)*	15%	37%
Speak another language (or other languages) as often as English at home	9%	8%
Speak only or mostly a language (or languages) other than English at home	2%	1%

Number of schools administering the OSSLT	*11*	*12*

* Percentages are based on the number of students who participated fully.

FIRST-TIME ELIGIBLE STUDENTS: RESULTS OVER TIME†



	October 2004	March 2006	March 2007	March 2008	April 2009
Number of students who participated fully	*1 258*	*1 377*	*1 304*	*1 296*	*1 187*
Number of students who were successful	*1 023*	*1 071*	*1 018*	*1 030*	*970*

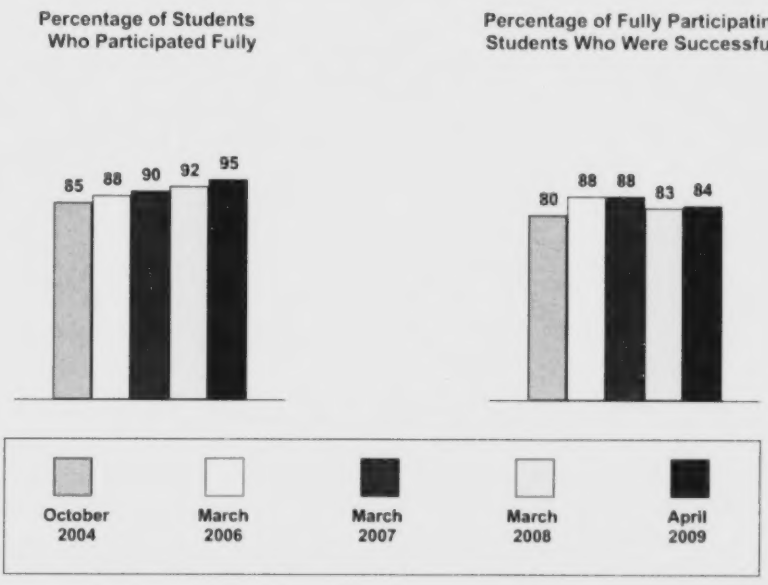
† Results over time are not provided at the board level for previously eligible students, as the results are not comparable; the demographic nature of the previously eligible student population varies from year to year (e.g., proportions of English language learners and students with special needs, number of times the students have attempted the test).

Board Name: Rainy River DSB

DEMOGRAPHIC INFORMATION	First-Time Eligible Students 279	Previously Eligible Students 92
Students who participated fully	95%	71%
Fully participating students who were successful in completing the OSSLT*	84%	51%
English language learners	0%	0%
English language learners receiving special provisions*	0%	0%
Students with special needs (excluding gifted)	18%	50%
Students with special needs receiving accommodations (excluding gifted)*	12%	46%
Speak another language (or other languages) as often as English at home	5%	15%
Speak only or mostly a language (or languages) other than English at home	0%	2%
Number of schools administering the OSSLT	*3*	*3*

* Percentages are based on the number of students who participated fully.

FIRST-TIME ELIGIBLE STUDENTS: RESULTS OVER TIME†



	October 2004	March 2006	March 2007	March 2008	April 2009
Number of students who participated fully	*284*	*268*	*248*	*277*	*264*
Number of students who were successful	*226*	*236*	*217*	*231*	*221*

† Results over time are not provided at the board level for previously eligible students, as the results are not comparable; the demographic nature of the previously eligible student population varies from year to year (e.g., proportions of English language learners and students with special needs, number of times the students have attempted the test).

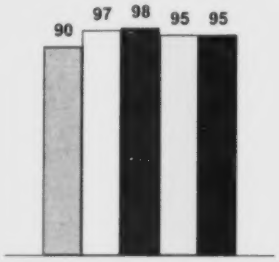
Board Name: Renfrew County Catholic DSB

DEMOGRAPHIC INFORMATION	First-Time Eligible Students 287	Previously Eligible Students 57
Students who participated fully	95%	75%
Fully participating students who were successful in completing the OSSLT*	82%	63%
English language learners	<1%	2%
English language learners receiving special provisions*	0%	2%
Students with special needs (excluding gifted)	22%	33%
Students with special needs receiving accommodations (excluding gifted)*	19%	30%
Speak another language (or other languages) as often as English at home	4%	12%
Speak only or mostly a language (or languages) other than English at home	1%	0%
Number of schools administering the OSSLT	*3*	*2*

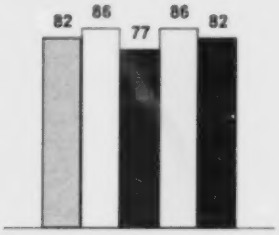
* Percentages are based on the number of students who participated fully.

FIRST-TIME ELIGIBLE STUDENTS: RESULTS OVER TIME†

Percentage of Students Who Participated Fully



Percentage of Fully Participating Students Who Were Successful



	October 2004	March 2006	March 2007	March 2008	April 2009
Number of students who participated fully	*278*	*315*	*287*	*259*	*273*
Number of students who were successful	*228*	*270*	*220*	*222*	*223*

† Results over time are not provided at the board level for previously eligible students, as the results are not comparable; the demographic nature of the previously eligible student population varies from year to year (e.g., proportions of English language learners and students with special needs, number of times the students have attempted the test).

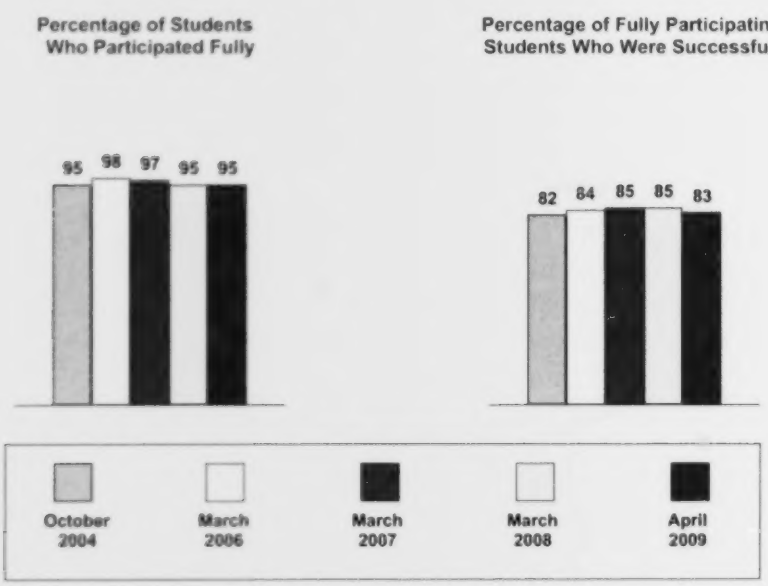
Board Name: Renfrew County DSB

DEMOGRAPHIC INFORMATION	First-Time Eligible Students 957	Previously Eligible Students 259
Students who participated fully	95%	52%
Fully participating students who were successful in completing the OSSLT*	83%	61%
English language learners	0%	0%
English language learners receiving special provisions*	0%	0%
Students with special needs (excluding gifted)	23%	39%
Students with special needs receiving accommodations (excluding gifted)*	17%	33%
Speak another language (or other languages) as often as English at home	4%	6%
Speak only or mostly a language (or languages) other than English at home	1%	2%

Number of schools administering the OSSLT	*8*	*8*

* Percentages are based on the number of students who participated fully.

FIRST-TIME ELIGIBLE STUDENTS: RESULTS OVER TIME†



	October 2004	March 2006	March 2007	March 2008	April 2009
Number of students who participated fully	*1 022*	*1 000*	*1 039*	*944*	*908*
Number of students who were successful	*836*	*841*	*882*	*800*	*756*

† Results over time are not provided at the board level for previously eligible students, as the results are not comparable, the demographic nature of the previously eligible student population varies from year to year (e.g., proportions of English language learners and students with special needs, number of times the students have attempted the test).

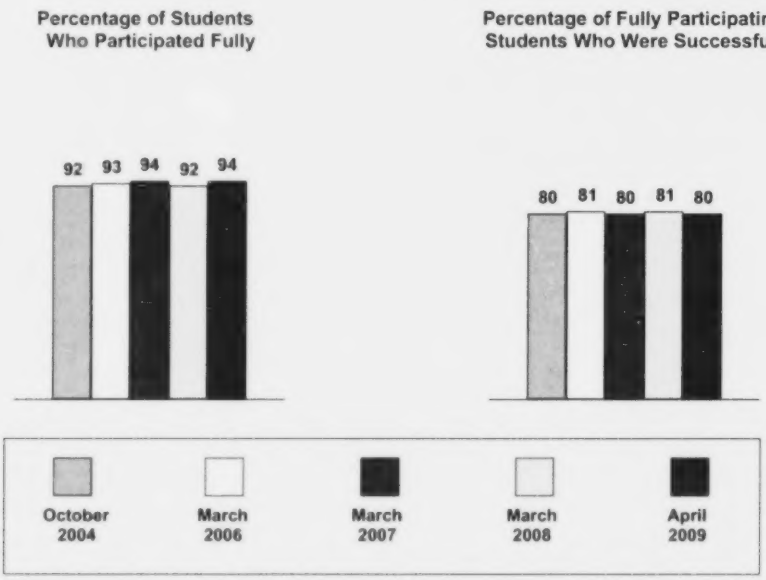
Board Name: Simcoe County DSB

DEMOGRAPHIC INFORMATION	First-Time Eligible Students *4 347*	Previously Eligible Students *1 437*
Students who participated fully	94%	59%
Fully participating students who were successful in completing the OSSLT*	80%	48%
English language learners	1%	1%
English language learners receiving special provisions*	<1%	<1%
Students with special needs (excluding gifted)	19%	43%
Students with special needs receiving accommodations (excluding gifted)*	17%	42%
Speak another language (or other languages) as often as English at home	5%	6%
Speak only or mostly a language (or languages) other than English at home	2%	2%

Number of schools administering the OSSLT	*17*	*17*

* Percentages are based on the number of students who participated fully.

FIRST-TIME ELIGIBLE STUDENTS: RESULTS OVER TIME†



	October 2004	March 2006	March 2007	March 2008	April 2009
Number of students who participated fully	*4 099*	*4 400*	*4 360*	*4 283*	*4 087*
Number of students who were successful	*3 296*	*3 567*	*3 505*	*3 479*	*3 266*

† Results over time are not provided at the board level for previously eligible students, as the results are not comparable; the demographic nature of the previously eligible student population varies from year to year (e.g., proportions of English language learners and students with special needs, number of times the students have attempted the test).

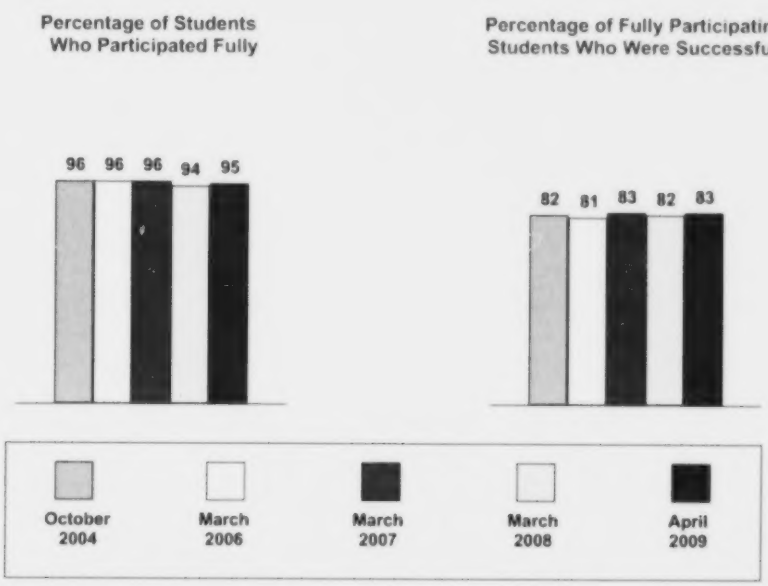
Board Name: Simcoe Muskoka Catholic DSB

DEMOGRAPHIC INFORMATION	First-Time Eligible Students 2 009	Previously Eligible Students 533
Students who participated fully	95%	66%
Fully participating students who were successful in completing the OSSLT*	83%	62%
English language learners	1%	<1%
English language learners receiving special provisions*	<1%	0%
Students with special needs (excluding gifted)	16%	41%
Students with special needs receiving accommodations (excluding gifted)*	15%	38%
Speak another language (or other languages) as often as English at home	8%	9%
Speak only or mostly a language (or languages) other than English at home	2%	3%

Number of schools administering the OSSLT	9	9

* Percentages are based on the number of students who participated fully.

FIRST-TIME ELIGIBLE STUDENTS: RESULTS OVER TIME†



	October 2004	March 2006	March 2007	March 2008	April 2009
Number of students who participated fully	*1 639*	*1 864*	*1 761*	*1 930*	*1 912*
Number of students who were successful	*1 338*	*1 516*	*1 460*	*1 580*	*1 586*

† Results over time are not provided at the board level for previously eligible students, as the results are not comparable; the demographic nature of the previously eligible student population varies from year to year (e.g., proportions of English language learners and students with special needs, number of times the students have attempted the test).

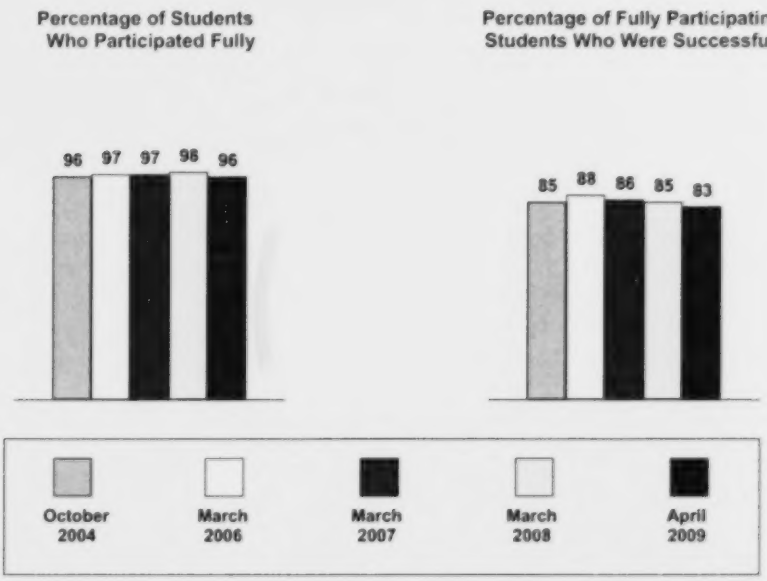
Board Name: St. Clair Catholic District School Board

DEMOGRAPHIC INFORMATION	First-Time Eligible Students 695	Previously Eligible Students 185
Students who participated fully	96%	52%
Fully participating students who were successful in completing the OSSLT*	83%	64%
English language learners	<1%	0%
English language learners receiving special provisions*	0%	0%
Students with special needs (excluding gifted)	19%	55%
Students with special needs receiving accommodations (excluding gifted)*	18%	43%
Speak another language (or other languages) as often as English at home	7%	10%
Speak only or mostly a language (or languages) other than English at home	1%	2%

Number of schools administering the OSSLT	*3*	*3*

* Percentages are based on the number of students who participated fully.

FIRST-TIME ELIGIBLE STUDENTS: RESULTS OVER TIME†



	October 2004	March 2006	March 2007	March 2008	April 2009
Number of students who participated fully	*850*	*752*	*763*	*702*	*667*
Number of students who were successful	*723*	*659*	*655*	*596*	*552*

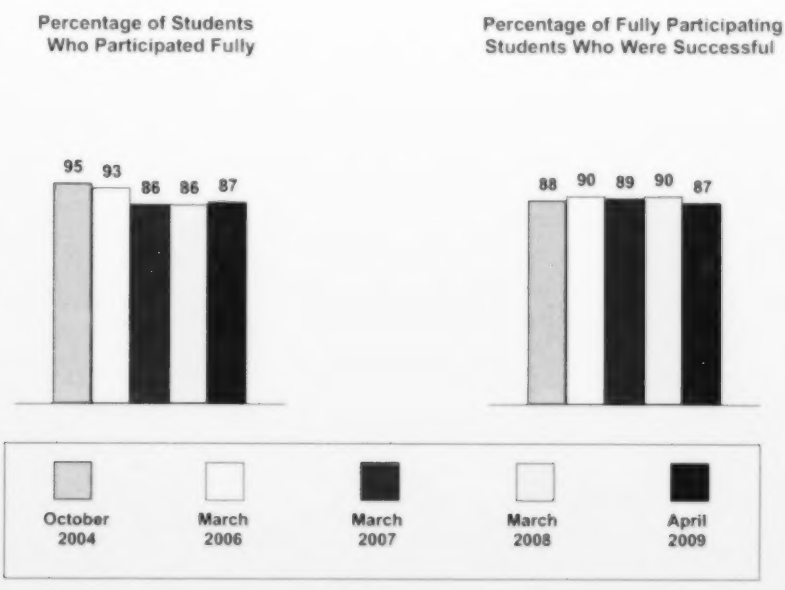
† Results over time are not provided at the board level for previously eligible students, as the results are not comparable; the demographic nature of the previously eligible student population varies from year to year (e.g., proportions of English language learners and students with special needs, number of times the students have attempted the test).

Board Name: Sudbury Catholic DSB

DEMOGRAPHIC INFORMATION	First-Time Eligible Students 484	Previously Eligible Students 149
Students who participated fully	87%	58%
Fully participating students who were successful in completing the OSSLT*	87%	69%
English language learners	<1%	1%
English language learners receiving special provisions*	<1%	2%
Students with special needs (excluding gifted)	18%	48%
Students with special needs receiving accommodations (excluding gifted)*	13%	49%
Speak another language (or other languages) as often as English at home	10%	10%
Speak only or mostly a language (or languages) other than English at home	<1%	5%
Number of schools administering the OSSLT	4	4

* Percentages are based on the number of students who participated fully.

FIRST-TIME ELIGIBLE STUDENTS: RESULTS OVER TIME†



	October 2004	March 2006	March 2007	March 2008	April 2009
Number of students who participated fully	472	383	396	416	421
Number of students who were successful	414	343	354	373	365

† Results over time are not provided at the board level for previously eligible students, as the results are not comparable, the demographic nature of the previously eligible student population varies from year to year (e.g., proportions of English language learners and students with special needs, number of times the students have attempted the test).

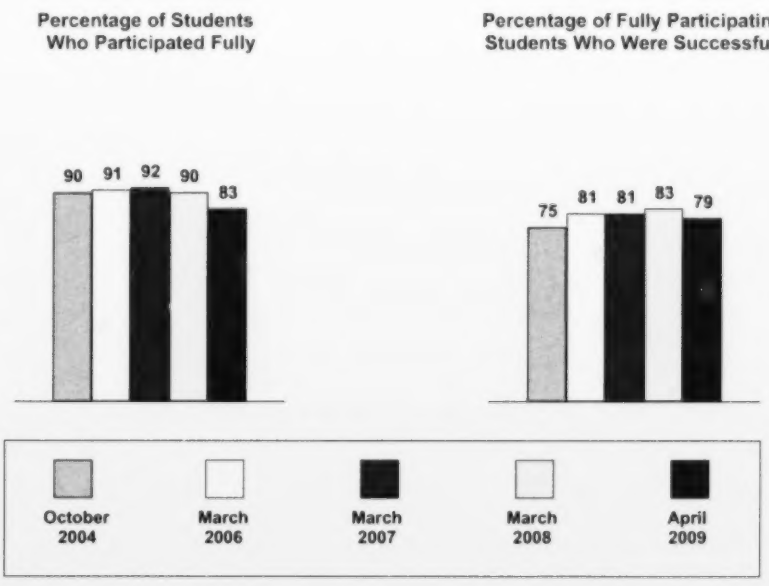
Board Name: Superior-Greenstone DSB

DEMOGRAPHIC INFORMATION	First-Time Eligible Students 235	Previously Eligible Students 105
Students who participated fully	83%	41%
Fully participating students who were successful in completing the OSSLT*	79%	49%
English language learners	0%	0%
English language learners receiving special provisions*	0%	0%
Students with special needs (excluding gifted)	21%	36%
Students with special needs receiving accommodations (excluding gifted)*	18%	42%
Speak another language (or other languages) as often as English at home	3%	7%
Speak only or mostly a language (or languages) other than English at home	1%	2%

Number of schools administering the OSSLT	*5*	*5*

* Percentages are based on the number of students who participated fully.

FIRST-TIME ELIGIBLE STUDENTS: RESULTS OVER TIME†



	October 2004	March 2006	March 2007	March 2008	April 2009
Number of students who participated fully	*292*	*267*	*249*	*257*	*196*
Number of students who were successful	*220*	*215*	*201*	*213*	*154*

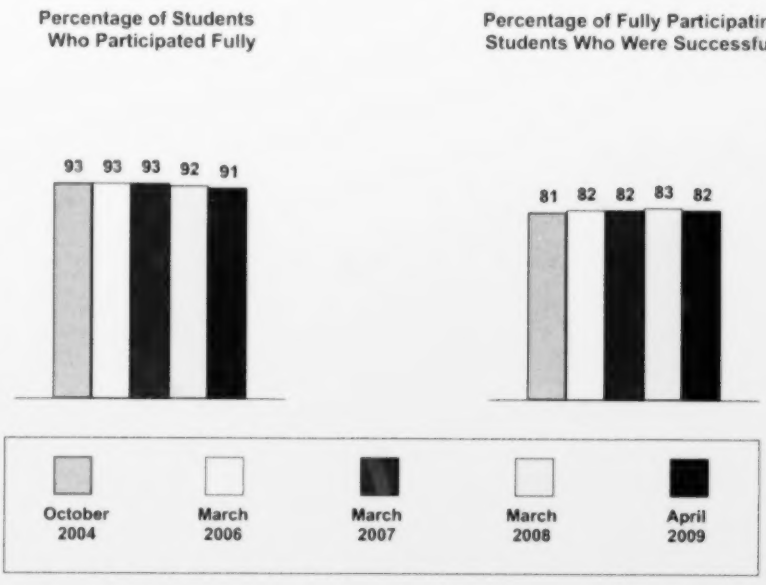
† Results over time are not provided at the board level for previously eligible students, as the results are not comparable; the demographic nature of the previously eligible student population varies from year to year (e.g., proportions of English language learners and students with special needs, number of times the students have attempted the test).

Board Name: Thames Valley District School Board

DEMOGRAPHIC INFORMATION	First-Time Eligible Students 5 804	Previously Eligible Students 2 408
Students who participated fully	91%	52%
Fully participating students who were successful in completing the OSSLT*	82%	52%
English language learners	3%	7%
English language learners receiving special provisions*	1%	7%
Students with special needs (excluding gifted)	15%	33%
Students with special needs receiving accommodations (excluding gifted)*	11%	25%
Speak another language (or other languages) as often as English at home	9%	13%
Speak only or mostly a language (or languages) other than English at home	4%	10%
Number of schools administering the OSSLT	30	30

* Percentages are based on the number of students who participated fully.

FIRST-TIME ELIGIBLE STUDENTS: RESULTS OVER TIME†



	October 2004	March 2006	March 2007	March 2008	April 2009
Number of students who participated fully	5 841	5 935	5 674	5 537	5 294
Number of students who were successful	4 746	4 896	4 665	4 604	4 338

† Results over time are not provided at the board level for previously eligible students, as the results are not comparable; the demographic nature of the previously eligible student population varies from year to year (e.g., proportions of English language learners and students with special needs, number of times the students have attempted the test).

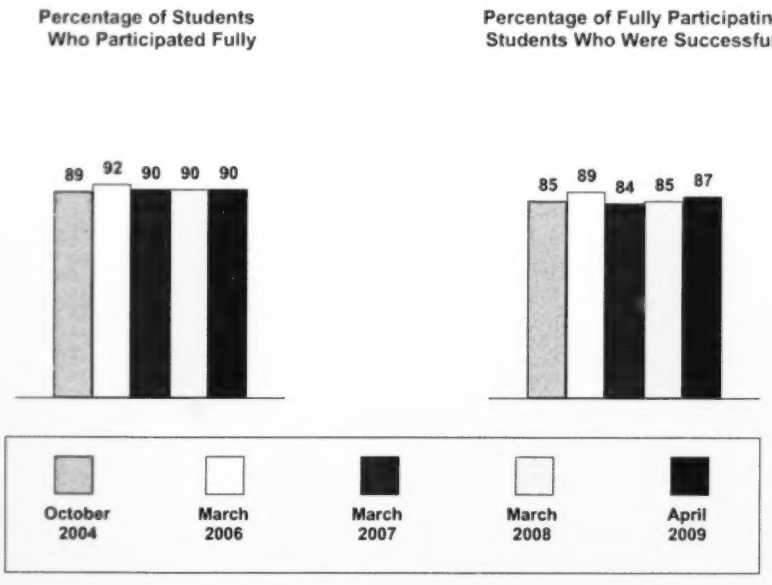
Board Name: Thunder Bay Catholic DSB

DEMOGRAPHIC INFORMATION	First-Time Eligible Students 564	Previously Eligible Students 196
Students who participated fully	90%	40%
Fully participating students who were successful in completing the OSSLT*	87%	63%
English language learners	<1%	1%
English language learners receiving special provisions*	0%	1%
Students with special needs (excluding gifted)	13%	38%
Students with special needs receiving accommodations (excluding gifted)*	8%	26%
Speak another language (or other languages) as often as English at home	6%	11%
Speak only or mostly a language (or languages) other than English at home	2%	1%

Number of schools administering the OSSLT	*2*	*2*

* Percentages are based on the number of students who participated fully.

FIRST-TIME ELIGIBLE STUDENTS: RESULTS OVER TIME†



	October 2004	March 2006	March 2007	March 2008	April 2009
Number of students who participated fully	*535*	*541*	*529*	*591*	*505*
Number of students who were successful	*454*	*481*	*446*	*505*	*438*

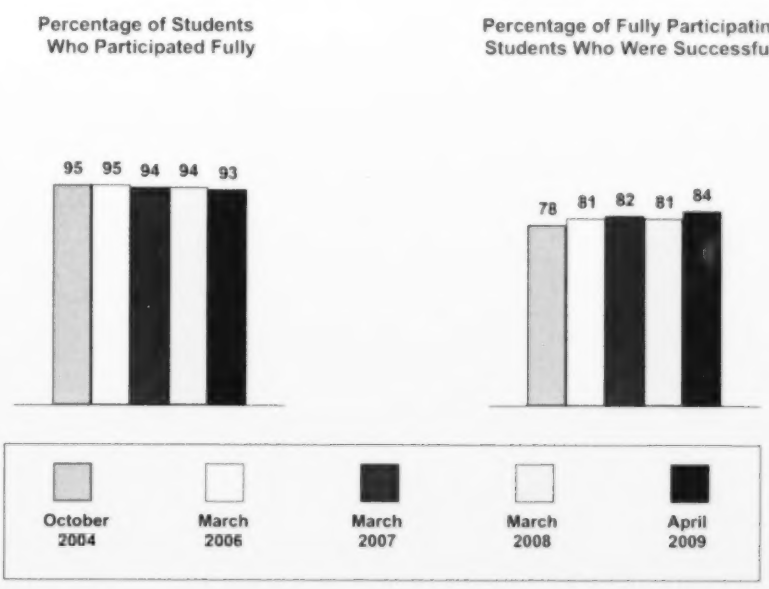
† Results over time are not provided at the board level for previously eligible students, as the results are not comparable; the demographic nature of the previously eligible student population varies from year to year (e.g., proportions of English language learners and students with special needs, number of times the students have attempted the test).

Board Name: Toronto Catholic District School Board

DEMOGRAPHIC INFORMATION	First-Time Eligible Students 7 071	Previously Eligible Students 2 762
Students who participated fully	93%	59%
Fully participating students who were successful in completing the OSSLT*	84%	55%
English language learners	10%	30%
English language learners receiving special provisions*	5%	24%
Students with special needs (excluding gifted)	16%	28%
Students with special needs receiving accommodations (excluding gifted)*	15%	26%
Speak another language (or other languages) as often as English at home	30%	36%
Speak only or mostly a language (or languages) other than English at home	11%	22%
Number of schools administering the OSSLT	36	36

* Percentages are based on the number of students who participated fully.

FIRST-TIME ELIGIBLE STUDENTS: RESULTS OVER TIME†



	October 2004	March 2006	March 2007	March 2008	April 2009
Number of students who participated fully	6 533	6 480	6 415	6 472	6 593
Number of students who were successful	5 087	5 238	5 250	5 265	5 551

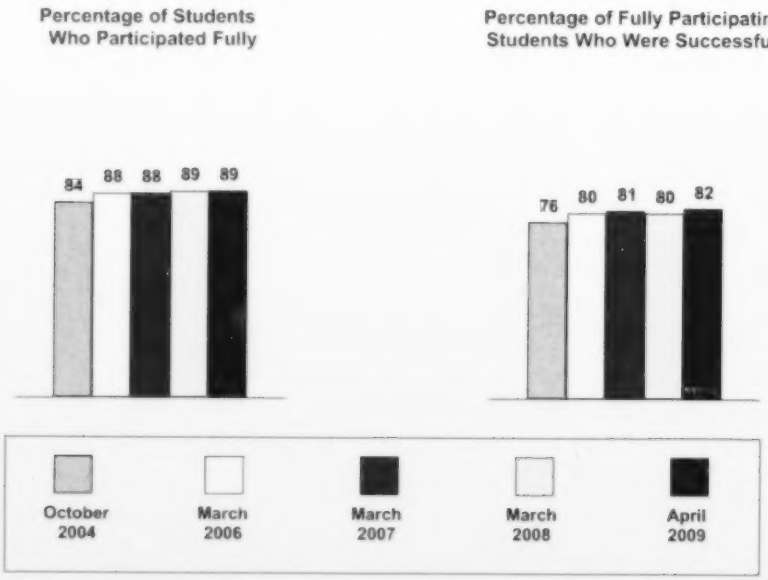
† Results over time are not provided at the board level for previously eligible students, as the results are not comparable, the demographic nature of the previously eligible student population varies from year to year (e.g., proportions of English language learners and students with special needs, number of times the students have attempted the test).

Board Name: Toronto DSB

DEMOGRAPHIC INFORMATION	First-Time Eligible Students *19 160*	Previously Eligible Students *10 164*
Students who participated fully	89%	61%
Fully participating students who were successful in completing the OSSLT*	82%	47%
English language learners	11%	28%
English language learners receiving special provisions*	4%	16%
Students with special needs (excluding gifted)	16%	24%
Students with special needs receiving accommodations (excluding gifted)*	11%	18%
Speak another language (or other languages) as often as English at home	31%	30%
Speak only or mostly a language (or languages) other than English at home	16%	31%
Number of schools administering the OSSLT	*108*	*113*

* Percentages are based on the number of students who participated fully.

FIRST-TIME ELIGIBLE STUDENTS: RESULTS OVER TIME†



	October 2004	March 2006	March 2007	March 2008	April 2009
Number of students who participated fully	*19 305*	*17 667*	*17 191*	*16 918*	*16 985*
Number of students who were successful	*14 694*	*14 207*	*13 893*	*13 612*	*13 924*

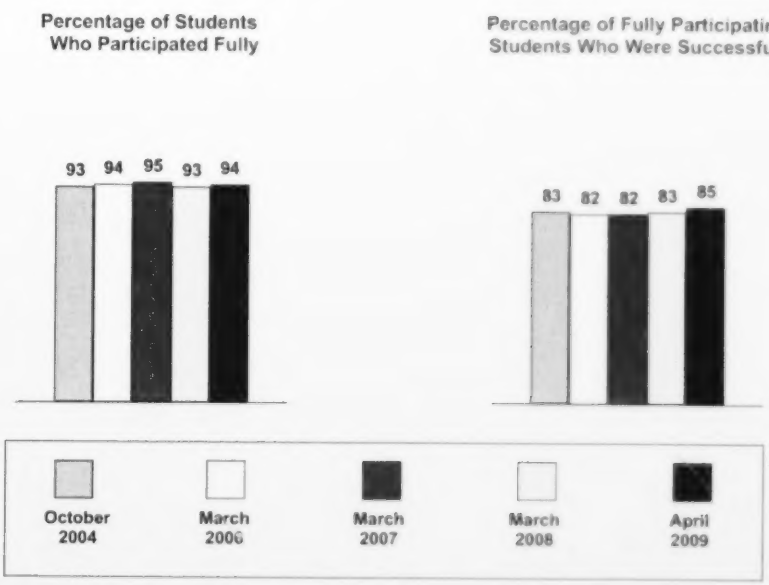
† Results over time are not provided at the board level for previously eligible students, as the results are not comparable; the demographic nature of the previously eligible student population varies from year to year (e.g., proportions of English language learners and students with special needs, number of times the students have attempted the test).

Board Name: Trillium Lakelands DSB

DEMOGRAPHIC INFORMATION	First-Time Eligible Students 1 429	Previously Eligible Students 322
Students who participated fully	94%	55%
Fully participating students who were successful in completing the OSSLT*	85%	63%
English language learners	0%	1%
English language learners receiving special provisions*	0%	1%
Students with special needs (excluding gifted)	15%	35%
Students with special needs receiving accommodations (excluding gifted)*	13%	33%
Speak another language (or other languages) as often as English at home	3%	6%
Speak only or mostly a language (or languages) other than English at home	1%	1%
Number of schools administering the OSSLT	8	8

* Percentages are based on the number of students who participated fully.

FIRST-TIME ELIGIBLE STUDENTS: RESULTS OVER TIME†



	October 2004	March 2006	March 2007	March 2008	April 2009
Number of students who participated fully	1 443	1 433	1 362	1 422	1 343
Number of students who were successful	1 197	1 181	1 113	1 179	1 148

† Results over time are not provided at the board level for previously eligible students, as the results are not comparable; the demographic nature of the previously eligible student population varies from year to year (e.g., proportions of English language learners and students with special needs, number of times the students have attempted the test).

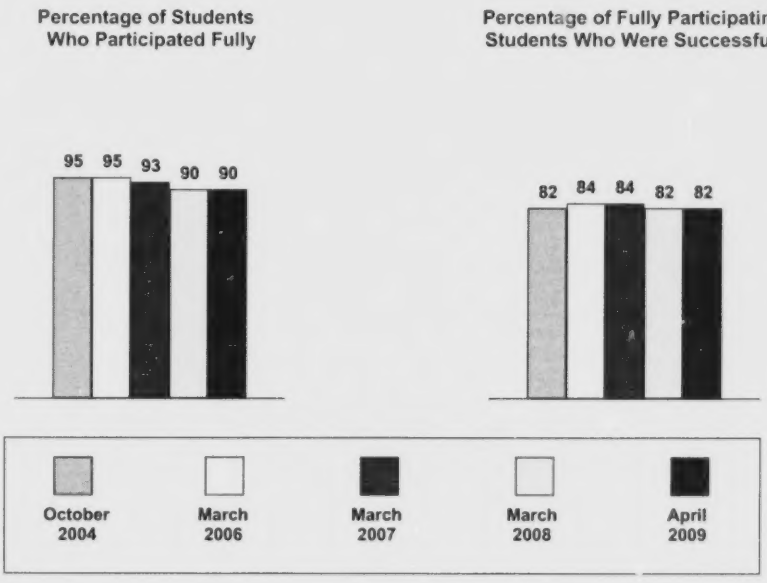
Board Name: Upper Canada DSB

DEMOGRAPHIC INFORMATION	First-Time Eligible Students 2 843	Previously Eligible Students 977
Students who participated fully	90%	47%
Fully participating students who were successful in completing the OSSLT*	82%	56%
English language learners	2%	3%
English language learners receiving special provisions*	1%	6%
Students with special needs (excluding gifted)	26%	47%
Students with special needs receiving accommodations (excluding gifted)*	23%	49%
Speak another language (or other languages) as often as English at home	7%	8%
Speak only or mostly a language (or languages) other than English at home	1%	3%

Number of schools administering the OSSLT	*25*	*25*

* Percentages are based on the number of students who participated fully.

FIRST-TIME ELIGIBLE STUDENTS: RESULTS OVER TIME†



	October 2004	March 2006	March 2007	March 2008	April 2009
Number of students who participated fully	*3 087*	*2 932*	*2 892*	*2 831*	*2 558*
Number of students who were successful	*2 519*	*2 453*	*2 419*	*2 330*	*2 100*

† Results over time are not provided at the board level for previously eligible students, as the results are not comparable; the demographic nature of the previously eligible student population varies from year to year (e.g., proportions of English language learners and students with special needs, number of times the students have attempted the test).

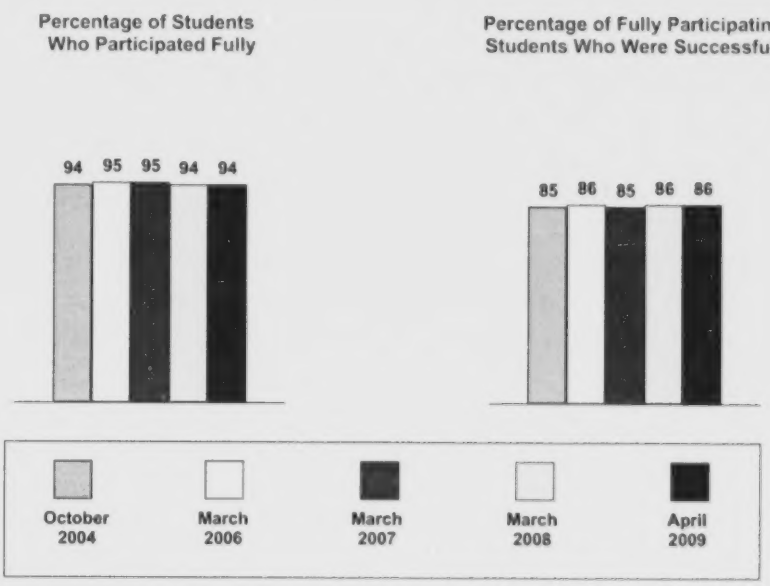
Board Name: Upper Grand DSB

DEMOGRAPHIC INFORMATION	First-Time Eligible Students 2 662	Previously Eligible Students 849
Students who participated fully	94%	59%
Fully participating students who were successful in completing the OSSLT*	86%	55%
English language learners	2%	5%
English language learners receiving special provisions*	1%	5%
Students with special needs (excluding gifted)	14%	40%
Students with special needs receiving accommodations (excluding gifted)*	13%	35%
Speak another language (or other languages) as often as English at home	7%	9%
Speak only or mostly a language (or languages) other than English at home	3%	3%

Number of schools administering the OSSLT	*12*	*12*

* Percentages are based on the number of students who participated fully.

FIRST-TIME ELIGIBLE STUDENTS: RESULTS OVER TIME†



	October 2004	March 2006	March 2007	March 2008	April 2009
Number of students who participated fully	*2 697*	*2 774*	*2 748*	*2 610*	*2 489*
Number of students who were successful	*2 294*	*2 391*	*2 349*	*2 244*	*2 149*

† Results over time are not provided at the board level for previously eligible students, as the results are not comparable; the demographic nature of the previously eligible student population varies from year to year (e.g., proportions of English language learners and students with special needs, number of times the students have attempted the test).

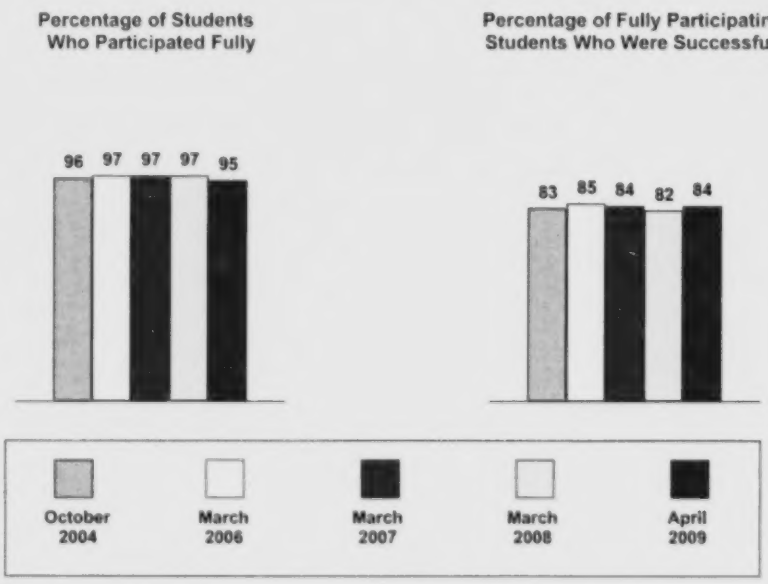
Board Name: Waterloo Catholic DSB

DEMOGRAPHIC INFORMATION	First-Time Eligible Students *1 817*	Previously Eligible Students *516*
Students who participated fully	95%	71%
Fully participating students who were successful in completing the OSSLT*	84%	52%
English language learners	2%	8%
English language learners receiving special provisions*	2%	7%
Students with special needs (excluding gifted)	23%	49%
Students with special needs receiving accommodations (excluding gifted)*	19%	46%
Speak another language (or other languages) as often as English at home	15%	22%
Speak only or mostly a language (or languages) other than English at home	6%	11%

Number of schools administering the OSSLT	*5*	*6*

* Percentages are based on the number of students who participated fully.

FIRST-TIME ELIGIBLE STUDENTS: RESULTS OVER TIME†



	October 2004	March 2006	March 2007	March 2008	April 2009
Number of students who participated fully	*1 761*	*1 805*	*1 783*	*1 773*	*1 732*
Number of students who were successful	*1 465*	*1 529*	*1 501*	*1 453*	*1 452*

† Results over time are not provided at the board level for previously eligible students, as the results are not comparable; the demographic nature of the previously eligible student population varies from year to year (e.g., proportions of English language learners and students with special needs, number of times the students have attempted the test).

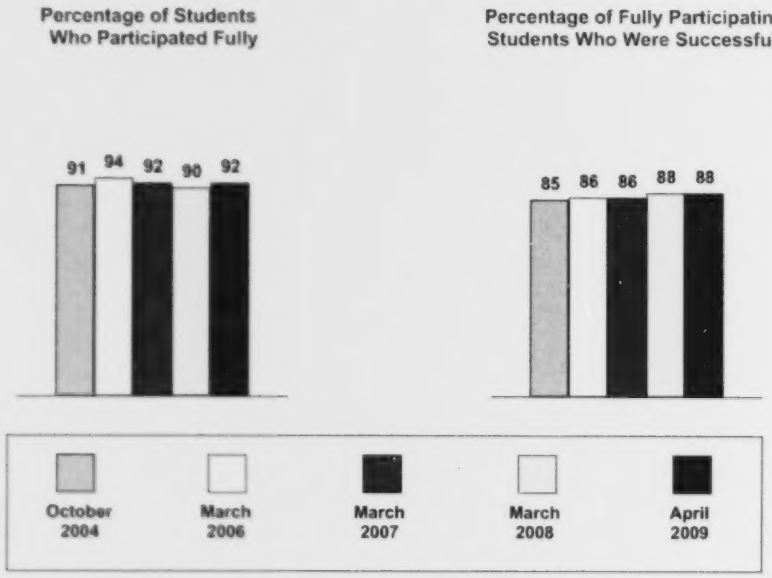
Board Name: Waterloo Region DSB

DEMOGRAPHIC INFORMATION	First-Time Eligible Students 4 476	Previously Eligible Students 1 572
Students who participated fully	92%	55%
Fully participating students who were successful in completing the OSSLT*	88%	56%
English language learners	4%	15%
English language learners receiving special provisions*	<1%	4%
Students with special needs (excluding gifted)	13%	31%
Students with special needs receiving accommodations (excluding gifted)*	10%	28%
Speak another language (or other languages) as often as English at home	13%	17%
Speak only or mostly a language (or languages) other than English at home	6%	13%

Number of schools administering the OSSLT	*16*	*16*

* Percentages are based on the number of students who participated fully.

FIRST-TIME ELIGIBLE STUDENTS: RESULTS OVER TIME†



	October 2004	March 2006	March 2007	March 2008	April 2009
Number of students who participated fully	*4 369*	*4 273*	*4 296*	*4 153*	*4 103*
Number of students who were successful	*3 698*	*3 681*	*3 707*	*3 649*	*3 619*

† Results over time are not provided at the board level for previously eligible students, as the results are not comparable; the demographic nature of the previously eligible student population varies from year to year (e.g., proportions of English language learners and students with special needs, number of times the students have attempted the test).

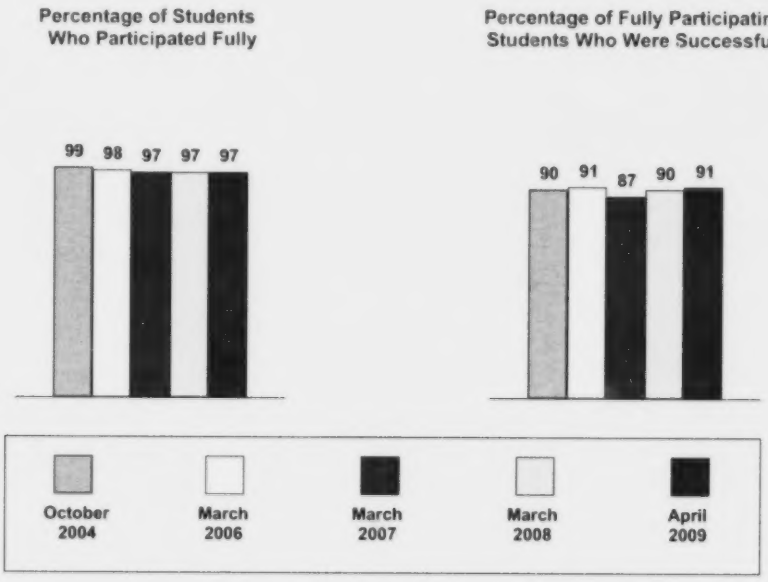
Board Name: Wellington Catholic DSB

DEMOGRAPHIC INFORMATION	First-Time Eligible Students 623	Previously Eligible Students 83
Students who participated fully	97%	84%
Fully participating students who were successful in completing the OSSLT*	91%	60%
English language learners	2%	5%
English language learners receiving special provisions*	2%	6%
Students with special needs (excluding gifted)	15%	42%
Students with special needs receiving accommodations (excluding gifted)*	15%	43%
Speak another language (or other languages) as often as English at home	9%	10%
Speak only or mostly a language (or languages) other than English at home	5%	9%

Number of schools administering the OSSLT	*3*	*3*

* Percentages are based on the number of students who participated fully.

FIRST-TIME ELIGIBLE STUDENTS: RESULTS OVER TIME†



	October 2004	March 2006	March 2007	March 2008	April 2009
Number of students who participated fully	*541*	*607*	*610*	*600*	*606*
Number of students who were successful	*488*	*552*	*530*	*543*	*549*

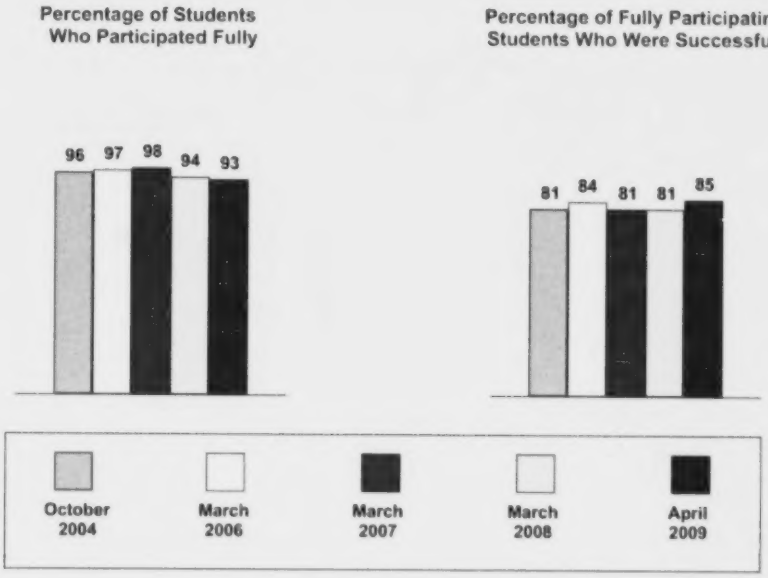
† Results over time are not provided at the board level for previously eligible students, as the results are not comparable; the demographic nature of the previously eligible student population varies from year to year (e.g., proportions of English language learners and students with special needs, number of times the students have attempted the test).

Board Name: Windsor-Essex Catholic DSB

DEMOGRAPHIC INFORMATION	First-Time Eligible Students 2 023	Previously Eligible Students 569
Students who participated fully	93%	57%
Fully participating students who were successful in completing the OSSLT*	85%	52%
English language learners	2%	10%
English language learners receiving special provisions*	<1%	<1%
Students with special needs (excluding gifted)	14%	41%
Students with special needs receiving accommodations (excluding gifted)*	10%	30%
Speak another language (or other languages) as often as English at home	14%	21%
Speak only or mostly a language (or languages) other than English at home	4%	17%
Number of schools administering the OSSLT	9	9

* Percentages are based on the number of students who participated fully.

FIRST-TIME ELIGIBLE STUDENTS: RESULTS OVER TIME†



	October 2004	March 2006	March 2007	March 2008	April 2009
Number of students who participated fully	2 063	2 077	1 987	1 985	1 883
Number of students who were successful	1 668	1 752	1 616	1 603	1 595

† Results over time are not provided at the board level for previously eligible students, as the results are not comparable; the demographic nature of the previously eligible student population varies from year to year (e.g., proportions of English language learners and students with special needs, number of times the students have attempted the test).

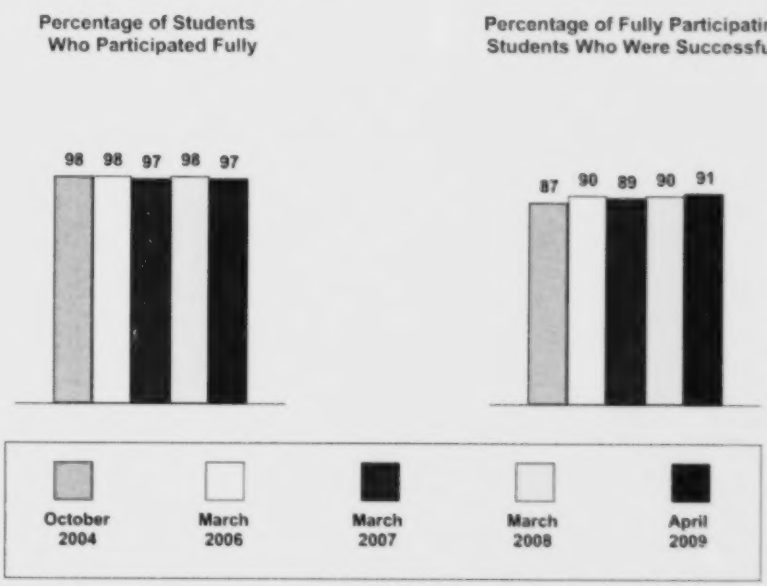
Board Name: York Catholic DSB

DEMOGRAPHIC INFORMATION	First-Time Eligible Students 4 236	Previously Eligible Students 816
Students who participated fully	97%	67%
Fully participating students who were successful in completing the OSSLT*	91%	64%
English language learners	2%	15%
English language learners receiving special provisions*	2%	13%
Students with special needs (excluding gifted)	11%	34%
Students with special needs receiving accommodations (excluding gifted)*	10%	31%
Speak another language (or other languages) as often as English at home	22%	26%
Speak only or mostly a language (or languages) other than English at home	7%	17%

Number of schools administering the OSSLT	*14*	*14*

* Percentages are based on the number of students who participated fully.

FIRST-TIME ELIGIBLE STUDENTS: RESULTS OVER TIME†



	October 2004	March 2006	March 2007	March 2008	April 2009
Number of students who participated fully	*3 847*	*3 998*	*4 062*	*4 256*	*4 125*
Number of students who were successful	*3 348*	*3 590*	*3 607*	*3 816*	*3 747*

† Results over time are not provided at the board level for previously eligible students, as the results are not comparable; the demographic nature of the previously eligible student population varies from year to year (e.g., proportions of English language learners and students with special needs, number of times the students have attempted the test).

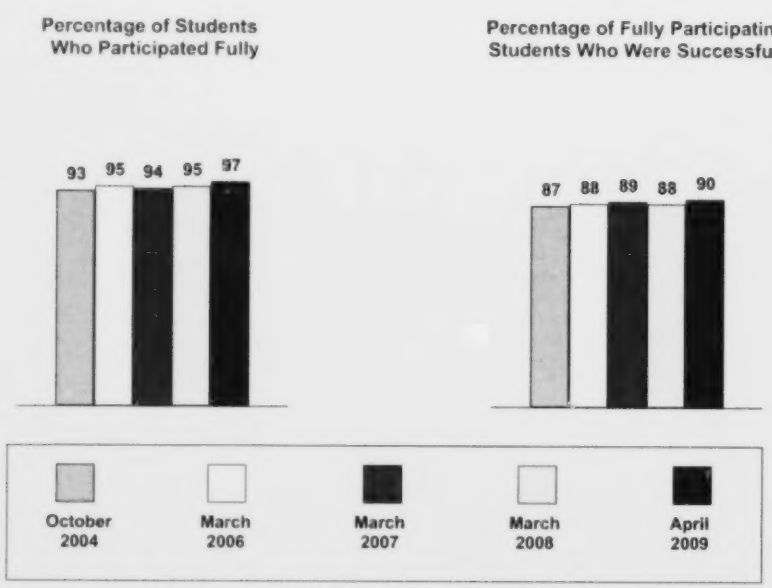
Board Name: York Region DSB

DEMOGRAPHIC INFORMATION	First-Time Eligible Students *8 810*	Previously Eligible Students *2 373*
Students who participated fully	97%	62%
Fully participating students who were successful in completing the OSSLT*	90%	61%
English language learners	6%	34%
English language learners receiving special provisions*	4%	32%
Students with special needs (excluding gifted)	15%	25%
Students with special needs receiving accommodations (excluding gifted)*	14%	22%
Speak another language (or other languages) as often as English at home	28%	27%
Speak only or mostly a language (or languages) other than English at home	12%	34%

Number of schools administering the OSSLT	*33*	*31*

* Percentages are based on the number of students who participated fully.

FIRST-TIME ELIGIBLE STUDENTS: RESULTS OVER TIME†



	October 2004	March 2006	March 2007	March 2008	April 2009
Number of students who participated fully	*8 218*	*9 047*	*8 449*	*8 665*	*8 512*
Number of students who were successful	*7 176*	*7 953*	*7 490*	*7 612*	*7 664*

† Results over time are not provided at the board level for previously eligible students, as the results are not comparable; the demographic nature of the previously eligible student population varies from year to year (e.g., proportions of English language learners and students with special needs, number of times the students have attempted the test).

Working together to improve student learning

The Education Quality and Accountability Office (EQAO) is dedicated to working with the education community and to enhancing the quality and accountability of the education system in Ontario. This is achieved through student assessments that produce objective, reliable and relevant information, and through the timely public release of this information along with recommendations for system improvement.

Values

EQAO values student learning above all other interests.

EQAO values information that has the potential to bring about constructive change and improvement.

EQAO values the dedication and expertise of Ontario's educators and works in partnership with them in all of its activities.

EQAO values the delivery of its programs and services with equivalent quality in both English and French.

Education Quality and Accountability Office

EQAO

2 Carlton Street, Suite 1200, Toronto ON M5B 2M9

Telephone: 1-888-327-7377 Web site: www.eqao.com

© 2009 Queen's Printer for Ontario